MODULE

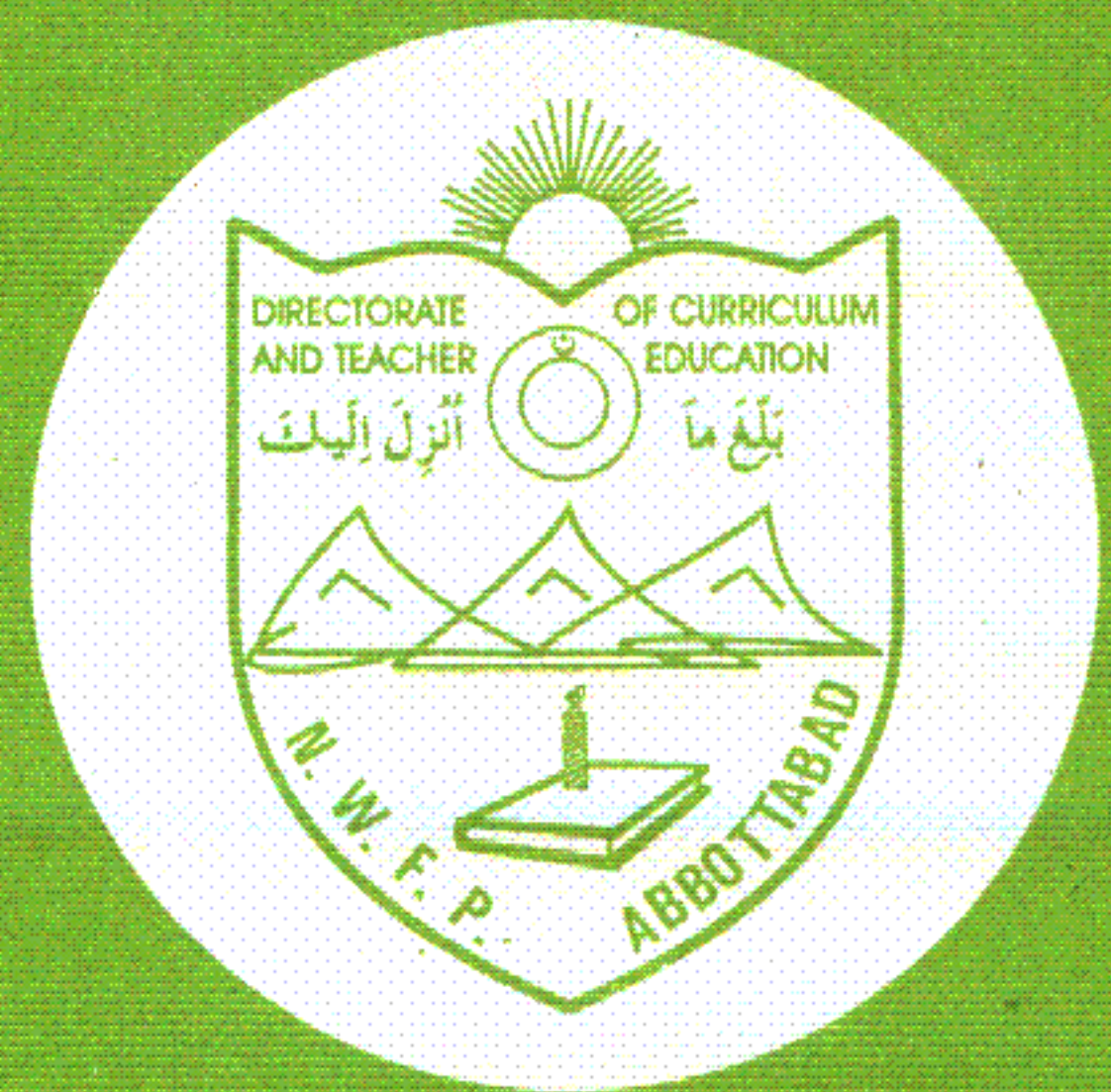
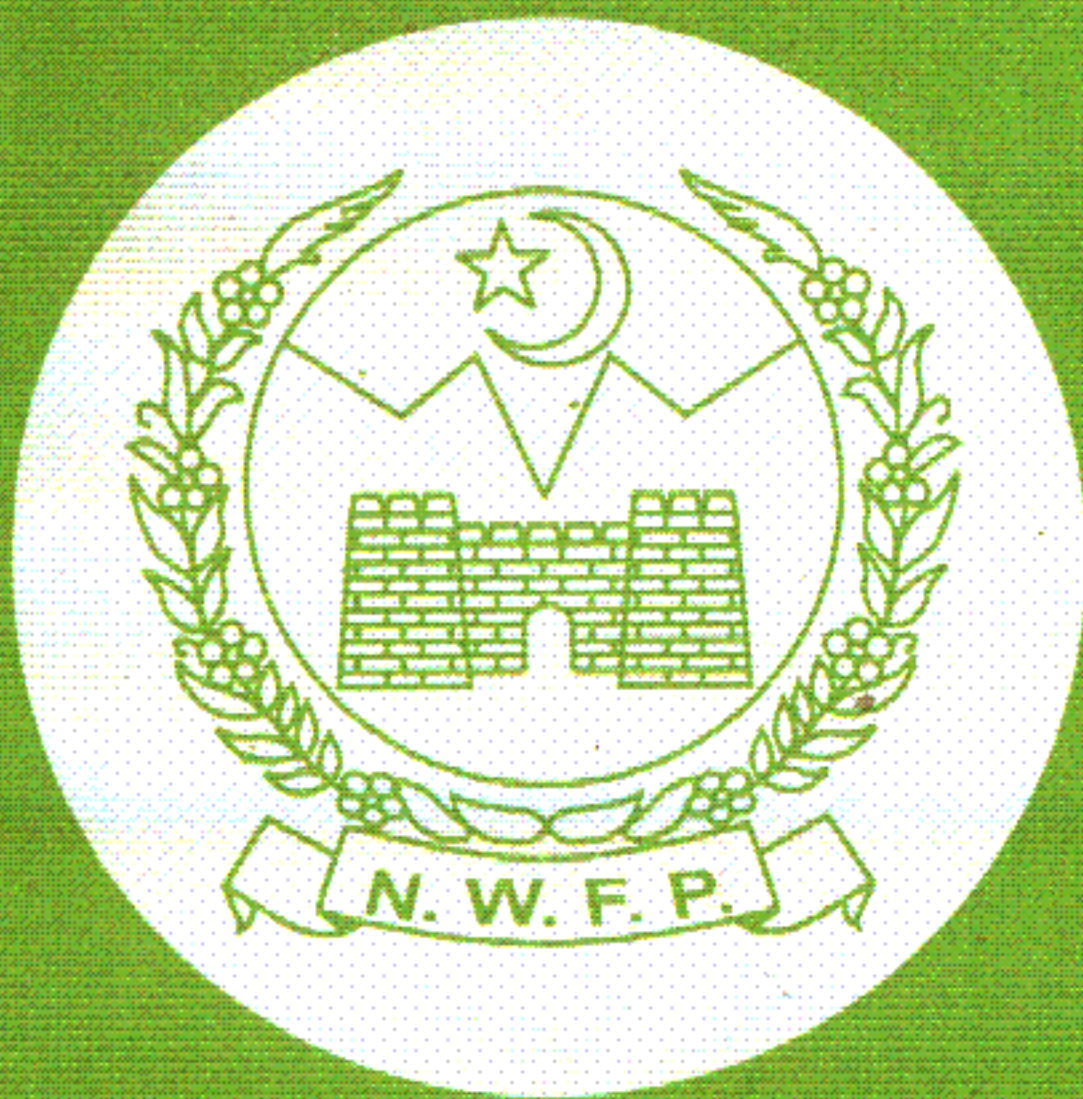
TEACHING OF ENGLISH

(CLASSES IX - X)

FOR

MASTER TRAINERS

OF

IN SERVICE TRAINING PROGRAMME

DIRECTORATE OF CURRICULUM AND TEACHER EDUCATION NWFP ABBOTTABAD

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Patron-in-Chief .... UMMAR FAROOQ
Director

Compilation .... MUNEER AHMED
Subject Specialist

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FOREWORD

For the last couple of years, the Reorientation Courses (ROCs) both for Middle and Secondary stage teachers could not be conducted by this organization due to financial crunch at large.

The National Education policy (1998-2010) vis-à-vis Education Sector Reforms stresses the need and execution of In-service Teachers Training programme across the level and subjects. Myriad of vertical and horizontal textual and curricula changes have been taken place during the course of time.

Given the situation, the Govt. of NWFP School and Literacy Department embarks upon a crash ROC programme through this Directorate and Executive District Offices. Yet the challenging task to train Master Trainers in the subjects of English (VI – X), Mathematics/Physics (VI – X, IX – X) and Biology/ Chemistry/Science (IX – X, IX-X, VI – VIII) is assigned to this Directorate. Whereas field teachers training programme is given to EDOs concerned.

Extraordinary requirements demand extraordinary actions. Despite realization that time is short, intellectual resources are limited, production of innovative plus creative teaching Modules is not a game of chance, we designed, prepared and drafted "Draft Modules" and handed over to all Resource Persons or Lead Trainers involved in workshops w.e.f. 15.5.02 to 26.5.02 to study and give professional expertise if any so that we could proceed further accordingly. Thanks to them for appreciating the work.

I am also grateful to all writers, reviewers, course coordinators (subject specialists), officers and officials engaged in this crash training programme and in particular to Arbab Shahzad Khan, Secretary to Education and Literacy, Govt. of NWFP for his continuous support and encouragement to enable us to render teaching savvy ROCs.

I do hope that 650 Master Trainers trained in aforementioned subjects would disseminate their knowledge, information and life as well as pedagogical skills gained in 12 days five workshops. In that they understand ""when one is good to others she/he is best to her/himself". Consequently, effective, meaningful and result-oriented education is possible. An obligation of all concerned. Act right now and stand in the gallery of greats.

UMMAR FAROOQ
DIRECTOR
CURRICULUM AND TEACHERS EDUCATION,
NWFP, ABBOTTABAD.

INTRODUCTION

Since day in day the global scenarios are changing swiftly. We, both individually and collectively cannot live in ostrich – belief. True, we are lagging behind in many fields as compare to developed nations. This is a triennium. It's currency is Information Technology, we can overcome to all backwardness if we have, certainly we have, resolute, courage, discipline, sustained hard work and conviction than the most forceful, effective and confident change agent-Teacher-can terns the table in the Nation's favour.

That is why, In-service Teachers Training programs for the subject of English both the Middle level and Secondary level is being initiated by Education Department, Govt. of NWFP trough provincial DOCTE, Abbottabad so that quality education could be imparted in the same in particular.

The world is in various stages of social, economic, and demographic transition. Economically and politically, the world has changed more rapidly in the past few years than at any time since, 1945. The emerging global economy is both competitive and independent. It reflects the availability of modern communications and production technology in most parts of the world.

The increasing globalization of the market place is forcing nations to pay more attention to international developments. Domestic firms are adjusting their structures and methods of operating to fit a broader and rapidly changing economic environment. They are increasing their geographic outreach because more of their suppliers and customers are located on various contents.

This internationalization is illustrated in three ways. First, nations change their basic goals to confirm to a global market pace. Second, they adapt their products to local markets. But most importantly, they do not set up international bureaucracies; instead, they hire foreign nationals who understand the local markets.

Why discuss economics wit the English Language? Because the English Language is closely associated with this economics modernization and industrial development.

Information is sent and received at increasing speed. The competitive demands of governments, industries, and corporations, both national and multinational, for technological progress require an understanding of the Language of that technology – English.

Spread of English:

The global spread of English over the last 40 years is remarkable. It is unprecedented in several ways: by the increasing number of users of the Language; by its depth of penetration into societies; by its range of functions.

Worldwide over 1.4 billion people live in countries where English has official status. One out of five of the world's population speaks English with some degree of competence. Over 70% of the world's scientists read English. About 85% of the world's mail is written in English. And 90% of all information in the world's electronic retrieval systems is stored in English.

English is used for more purpose than ever before. Vocabularies, grammatical forms, and ways of speaking and writing have emerged influenced by technological and scientific developments, economics and management, literature and entertainment genres. What began some, 1500 years ago as a rude Language, originally spoken by obscure Germanic tribes who invaded English, now encompasses the globe.

Three factors continue to contribute to this spread of English, English usage in science, technology and commerce: the ability to incorporate vocabulary from other languages; and the acceptability of various English dialects.

In science, English replaced German after World War-II. With this technical and scientific dominance came the beginning of overall linguistic dominance, first in Europe and then globally.

Today, the information age has replaced the industrial age and has compressed time and distance. This is transforming world economies from industrial production to information based goods and services. Ignoring geography and borders, the information revolution to redefining our world. In less than 20 years, information processing, once limited to the printed word, has given way to computers and the internet. Computer mediated communication is closing the gap between spoken and written English. It encourages more informal conversational language and a tolerance for diversity and individual style, and has resulted in Internet English replacing the authority of language institutions and practices. English like many languages, uses a phonetic alphabet and fairly basic syntax .But most importantly, it has a large and extensive vocabulary of which about 80% is foreign. Therefore, it has cognates from virtually every language in Europe and has borrowed and continues to borrow words from Spanish and French. Hebrew and Arabic, Hindi, Urdu and

Bengali, Malay and Chinese, as well as languages from West Africa and Polynesia. This language characteristic makes it unique in history.

Finally, no English language central authority guards the purity of the language, therefore, many dialects have developed: American, British, Canadian, Indian, and Australian, to name a few. There is no standard pronunciation. But within this diversity is a unity of grammar and one set of core vocabulary. Thus, each country that speaks the language can inject aspects of its own culture into the usage and vocabulary.

Changes in the 21st century:

The world is in transition, and the English language will take new forms. The language and how it is used will change, reflection patterns of contact with other languages and the changing communication needs of people.

English is divesting itself of its political and cultural connotations as more people realize that English is not the property of only a few countries. Instead, its vehicle that is used globally and will lead to more opportunities. It belongs to whoever uses it for what ever purpose or need.

The widespread use of English as Language of wider communication will continue to extent pressure toward global uniformity. This could result in declining standards. Language changes and the loss of geolingustic diversity.

English is the vehicle for international communication and it forms the basis for constructing cultural identities.

English is one important tool that open windows to the world, unlock doors to the opportunities, and expands our minds to new ideas.

In the end, it is hoped that ours and yours action will speak louder than the words. So that to come-out from yoke of ineffective education for living in the comity of nations confidently and proudly by up-holding the Islamic entity.

OBJECTIVES

After going through this module you will be able to:

1. Comprehend the significance of teaching English in Pakistan.
2. Assess the importance of the four Language skills learning the second Language.
3. Understand different methods of teaching and thereof effective usage.
4. Prepare effective lesson plan in conjunction with teaching, learning strategies.
5. Refresh your memory about fundamental requirements focussed on meaningful teaching.
6. Assimilate the concept of Micro Teaching.
7. Comprehend the nature of poetry along with its forms.
8. Co-ordinate with parents/guardians for the sake of quality education.
9. Take-part in subject related group discussions in both letter and spirit.

LANGUAGE:

The language is universal. All normal human being in a society understand and speak well enough to carryout every activity of human life. Certainly, some of these same people cannot read and write. When the need arises, expressions can be burrowed from other languages or can be coined with the elements of the available language.

DEFINITION:

Language is a series of sounds, usually strung together in groups, which convey meaning to listeners. However, a language has been defined as a system of arbitrary, vocal symbols which permit all people in a given culture or other people who have learnt the system of that culture, to communicate or to interact. "Language is a system of arbitrary symbols which have been agreed upon by a group of people". A very important area in learning a foreign language is the practical speech activity viz: listening, reading, speaking, writing without banking upon the use and translation of native language.

Teaching of Second Language: The teaching of a second language occupies a paramount important position in the educational curricular policy of each country. The captions of education in all times have advocated the study of more than one language for several purposes. In yore days classical languages like Persian, Arabic and Sanskrit in the East, and Latin and Greek in the West were held in high esteem. The study of second language was considered essential for the complete education of the young people. In present times, the study of only modern and living languages is considered important because of the mass communication at the international level. A modern language is being taught as a second language to the students at the secondary level in the East and in West with the view to keep the pace of development with the abreast of modern time needs. In short, second language is almost given the position of a compulsory subject of study at the secondary level.

THE IMPORTANCE OF ENGLISH AS A SECOND LANGUAGE IN PAKISTAN

1. THE NATIONAL AND FOREIGN LANGUAGE:

The languages may be divided into two categories – National and Foreign. Every civilized nation has got a language, which is the expression of its thought and culture, its national life, its customs and manners, and the whole range of its social pattern. It is the vehicle of thought in official, administrative and educational spheres, and helps the nation in carrying out its manifold activities. This is known as the national language of the country. In some countries, there arises the need of a foreign language for establishing communication with the other nations of the world, and for making access to the advancement of knowledge in physical and social sciences. This foreign language is incorporated in the educational curricula of the country as a second language.

2. COMPLEX POSITION IN PAKISTAN

In Pakistan, Urdu has been officially declared as the national language of the country. English is taught as a second language in our schools and colleges. However, the position assigned to English language in our curricula is not true for most of our students whose mother tongue is not Urdu. In Pakistan, there are a number of regional languages such as Pashto, Punjabi, Seraiki, Baluchi and Sindhi, etc. which are quite different from the national language, Urdu. A child learns to speak the mother tongue at home but he has to learn Urdu at the primary stage. Then, he is also expected to learn Arabic which is the language of the Holy Quran. It is the source of his religious knowledge, and fulfils his spiritual needs. Among this pattern of language learning enters English which is entirely a different kind of language. Therefore, it is obvious that the learning and teaching of English presents a number of difficulties for the pupils as well as for the teachers. This is so because English differs not only in syntax, structure and idiom from all the Pakistani languages, but it has also a different mode of thought and expression.

3. THE PRIVILEGED POSITION OF ENGLISH

The English language occupies a very important place in our educational curricula. During the British rule in the Indo-Pak subcontinent, it was the language of the rulers, the chief medium of instruction and language of the offices and courts. When the British left this country, a reaction took us to the other extreme and we started getting rid of English language in many aspects of educational and social fields. Although it still remains a compulsory subject in the public examinations upto degree level, yet a very high percentage of failure in this subject has led to a frequent protest from the public against the teaching of English as a compulsory subject. Apart from sentimental considerations,

either in favour or against English, the fact remains that the study of English is indispensable for any enlightened Pakistani young man who wants to reap the full benefits of practical life. In fact, English still retains a privileged position for the following reasons:

4. MEDIUM OF INTERNATIONAL COMMUNICATION

Today, English is considered as the most important and widely spoken language in the world, is the most extensively used language of the Commonwealth countries, the U.S/S. Canada the African States and many other countries of Europe, America and Asia. According to an estimate. More than half the world directly makes use of English. Rapid means of transportation have conquered time and space, with the result that it takes very little time to reach various parts of the world. In the absence of an effective medium of global communication, the tourists and travellers themselves in great difficulty. Before some international medium of communication is evolved, English serves the purpose best.

5. STORE OF KNOWLEDGE

The knowledge has been rapidly increasing in the present age due to the work of scholars and scientists all over the world. Most of them present the results of their research in English. Fresh knowledge in every field of life is constantly appearing in books and journals published in English language. English has also a great literature which is continuously expending in quantity and quality. Besides, all the great books of the world have been translated into English. To be able to read these books is a valuable experience.

6. LANGUAGE OF HIGHER EDUCATION

English is the language of higher education in Pakistan, and for the Pakistani students abroad. It is still the medium of instruction for the scientific and technical subjects. For professions like medicine, engineering and agriculture, and in all branches of higher scientific work, knowledge of the English language is very essential.

7. STORE OF STANDARD TERMINOLOGY

The standard terminology in all sciences and technology is available in English. If we translate them into the national language, new words will have to be carried which are not in actual use in the language and do not serve the purpose in the scientific world. The great scientific advance in the modern age is the result of a joint effort by all nations of the world. We cannot effectively participate in this team-work unless we learn and use the standard terminology of physical and social sciences.

8. A LANGUAGE OF COMMERCE AND INDUSTRY

The international commerce and trade is vital for the survival of a nation. The industrialist countries import raw materials for their factories and export their finished products to other countries. In both cases, exchange of commercial information is essential. Industry in Pakistan can also benefit from the use of the latest methods of production and sale which are available in English language. Without the knowledge of English language, it is almost impossible to take an effective part in the international commercial market.

9. LANGUAGE OF DIPLOMACY

English is used by our diplomats in the foreign countries. Our delegates to various international conferences, conventions and seminars express themselves in English language. English is one of the official language of the United Nations and its various organs and bodies. Without sound command of English language, we cannot effectively represent our country at international forums.

10. MEANS OF KEEPING RACE WITH MODERN DEVELOPMENTS

The knowledge of English is necessary for keeping pace with the latest developments in technical professions. Members of the professions must acquaint themselves with the modern development and their respective fields in order to increase their profession abilities, for instance, doctors, engineers and teachers have to remain in constant touch with the findings of the latest research carried out in their professions all over the world.

11. IMPORTANT MEANS OF PROMOTING INTERNATIONAL UNDERSTANDING

The learning of foreign languages is one of the most important means of promoting international understanding and cooperation. One of the observations made at a UNESCO seminar was "The study of one or more modern languages, in addition to that of the mother tongue, must find a place in any educational system, aiming to preserve and develop the highest power of human mind and spirit". Dr. West also puts forth a similar idea. "Many subjects are taught in the school, not merely because they are useful to the individual but because they are desirable for the well-being of mankind. Foreign languages are such a subject......International literacy promotes international understanding and goodwill. To understand a nation, we must appreciate their ideals, and these are best expressed by the nation's greatest men. These great men, living and dead, are met at their best in the nation's literature. International good understanding can best be promoted by teaching the children of the world to reach each other's language."

12. MARKET VALUE OF ENGLISH

A sound knowledge of English still opens up prospects of employment at home and abroad. It has thus market value. Young people proficient in English language, lare well in various competitive examinations for prestigious services of the country like the District Management, Foreign Service, Police, Customs, Magistracy, etc. Those who wish to proceed abroad for employment or education have first to quality certain English Language Proficiency Tests conducted by some foreign countries. For those reasons, English medium schools are more popular than ordinary schools. This is evident from the number of English medium private schools that have sprung up like mushrooms in the country in recent years, and a great rush for admission to them.

13. CONCLUSION

When a language becomes the vehicle of so much thought and activity in a country, it does not remain entirely a foreign language and it assumes a great importance in the educational curricula. As a subject of study, it is taught as a compulsory language from Class VI to XII and at the B.A./B.Sc. level. However, emphasis should be on its functional aspect rather than on literature, except for those who wish to pursue postgraduate studies in English language an(literature. As a medium of instruction, English should be gradually replaced b) the national language. It should be done after careful planning and preparation in order to prevent the decline in academic standard, particularly at the University level where the students need to study wide range of material in their respective subjects.

ROLE OF AN ENGLISH TEACHER

If you recall your experience of learning English at school and college, you might have formed an opinion about your English teacher as a good teacher or a bad teacher. Let us study the role of a teacher of the English language and see what qualities would make him a good teacher.

1. A good teacher should have enthusiasm for teaching. He should be sympathetic and loving to the students so that he may have a good presence in the students who will pay maximum attention to him.

2. The teacher should have a firm but friendly attitude which will be helpful to learning as students will feel relaxed and at ease. Effective learning of the language cannot take place if the teacher is overstrict or too lax with the class.

3. The teacher should have reasonable competence in the language being taught by him. He should be careful not to use the wrong language while speaking and he should speak with correct pronunciation and intonation and with a clear and loud voice, otherwise the class will lack confidence in the teacher's knowledge of the language. It should be upto date model of the language.

4. A good teacher should present his lesson according to the real level of the class, i.e. it should not be either too difficult or too easy for them. The teacher can maintain a certain level of difficulty so that students feel challenged but the teacher must encourage them at the same time.

5. The teacher must prepare his lessons before going to the class. In order to make his lessons interesting, he should avoid talking all the time. There should be such an interaction between the teacher and the students that they remain active and participate in the teaching learning process. This can be done by the teacher through 'questions answers' activity in the class.

6. Any activity which lasts for a long time becomes dull and boring. A good teacher makes the activities of his lesson varied and makes use of audio-visual aids to maintain interest in the classroom. The teacher should devote equal attention to all the language skills-listening, speaking, reading and writing. He must be acquainted with the latest methodologies for teaching of a second language.

MOTIVATION

Think for a moment about the average classroom in a Pakistani school. What does it contain? Well, there is usually a blackboard and chalk, some furniture, and sometimes a few charts or maps. Think also of all the noise going on, both inside and outside the classroom; think of the heat in summer and the cold in winter. You might think that such a classroom is not an ideal place in which to learn a foreign language, and yet, in real life, language does not occur in a place especially equipped for it. On contrary, it is used in all kinds of environments and under all sorts of conditions. Speakers and listeners have to face the unexpected all the time when they attempt to have a conversation. And so we see that poor classroom conditions are not necessarily a bar to good foreign language learning; what is true, however, is that it is up to the teacher to make the very best use of whatever is available to him in the classroom. The more interesting he can make his lessons, the more motivated the students will be to learn. Let us quickly take a look at this point and see how motivation is important.

Have you ever examined the faces of your students while you are teaching? It can be a very enlightening experience. Sometimes they are obviously bored; their faces are expressionless, they may yawn frequently, and they are generally restless. At other times they appear engrossed in what they are learning, and, if the teacher is doing his job particularly well, their faces will be lit with smiles. What is it that makes the difference? Needless to say, the second group of students are motivated, and interested in what they are doing, whereas the others are not. Psychologists have proved that good motivation leads to heightened concentration, which in turn produces more rapid learning. Any teacher can order the students to sit and do what he tells them to do, (usually to listen to him 'lecturing'), but the results will usually be disappointing unless the teacher is prepared to put something more into his teaching. And that 'something' is the motivating factor.

1.3 Motivation through visuals

The human brain is divided into two halves, or hemispheres. The right hemisphere is more receptive to colour, and structure, and generally deals with the aesthetic part of our lives. When we are thinking logically, for example, in solving mathematical problems, we are using the left side of our brains, and the right hemisphere is all but inactive at this time. But when we see colours, look at pictures, diagrams and figures, then this hemisphere is activated, and helps us to set in the memory of what we have seen. It is this part of the brain which is the target of a great deal of advertising. Advertising agencies always try to make their presentations pleasing to the eye, (and thus the more striking to the

right hand side of the brain. Look at these eye-catching advertising headlines. It is quite obvious that words printed in this way do their job far more efficiently than words printed in a similar way to those on the rest of this page. Once our eye has been caught in this way – (in fact, it is the response of the right hemisphere o the brain which is important) – the likelihood of our going out and sampling the product advertised is greatly enhanced.

The three basic step in the learning process have been identified as motivation, activity and reinforcement. Looking at these three factors closely, motivation and reinforcement appear to be the same thing as reinforcement is the motivation for the next learning. It is a common experience that the human beings learn quickly and much more effectively when they have a desire or really want to learn. Learning therefore is a behaviour which is dependent on the motivation, willingness, readiness and aspiration level of a n individual.

It is said that every behaviour of all human beings is caused and there is always a reason for the mannerisms, values and attitudes of every individual. Al parties involved in the process of learning i.e. students, teachers, parents and administrators must therefore be motivated to achieve the desired objectives. An understanding of the process of motivation is thus essential for tacking the problems of drop out and repetition. Eventually, to work for 'Education For All'.

Motivation is an important area of study within the field of teacher---learning strategy. Tremendous amount of research has gone into finding ways and means for motivating people. Psychologists have been pioneer thinkers in this realm and have propounded a number of theories and modules to explain how and why people behave in a particular manner in different situations. Such theories have helped people in various walks of life to have a better understanding of the phenomenon of motivation and apply their knowledge for motivating people. How students, teachers, parents and administrators can be motivated to put in their maximum efforts has remained a neglected area of study and research. Though some material is available on psychology of learning, there is hardly any literature which throws light on the fact that teachers also need to be motivated for imparting knowledge to the best of their ability. Similarly the administration responsible for educational administration are also to be motivated to implement the policies and decisions to the fullest extent. It needs to be examined as to why the parents in remote corners of the country should feel obliged to draw their children away from the productive and economic activities for attending schools. The issues have been raised in almost all forums where educationists or educational planners and administrators have assembled. But very few measures seem to have been

suggested or thought about. It is needless to emphasize that the unmotivated individual should produce the lowest results.

The literature on motivation discusses this phenomenon in relation to some needs which an individual is supposed to be desirous of fulfilling while joining any organization. Motivation is believed to be dependent upon the presence of one or more of the human needs and drives. Some theorists place heavy emphasis on physiological needs believing that the processes of the body motivate most human behaviour. Some others emphasize both the physiology and personality of a person. Still another group of thinkers are of the view that it is the environment which has a major influence on the behaviour of a human being. A number of writers have attempted to study and classify the human needs. Which are thought to be the motivating factor for most individuals. A.h. Maslow has put forward the following "hierarchy" of basic needs:

i) Physiological (or physical needs)
ii) The safety needs.
iii) Sociological (or belongingness and love needs)
iv) The ego/esteem needs (or psychological needs)
v) Self actualization (doing what an individual is capable of doing).

Maslow placed these needs in the form of a hierarchy, i.e. ranking them order of importance. He felt that generally speaking, an individual will seek to fulfill needs necessary for the continuation of life (i.e. physiological needs) before the safety needs become important.

Physiological Needs: These include the physical needs such as oxygen, food, water, rest etc. These category of needs, placed at the lowest level by Maslow, are those which are necessary for every existence of a human being.

Safety Needs: These are the natural impulses to avoid harms and to ensure the provision of physical needs in future.

Sociological Neededes: are the needs of a sense of belongingness i.e. having a very real place in some group. These also include the need for affection or love of a family or other social groups.

Ego or Esteem Needs: This relates to self respect and independence of an individual. It is sometimes fulfilled when a person is given responsibility and the opportunity to make his own choices.

Need for self actualization: The needs which Maslow has placed at the highest level are those needs of an individual which compel him to achieve

what he is capable of. Some authors have put forth the concept that man has a single basic motivation, i.e., the actualization of ones potentials. They believe that the other specific needs of an individuals are organized and assume temporary priority in terms of their relationship to the "basic" need of self actualization.

The purpose of mentioning these needs here is to examine their importance in terms of the process of education involving students, teachers and parent.

In order to be motivated internally, the teacher should be professionally competent. In their professional upbringing, a deliberate effort should be made to intensify their commitment to the teaching job. The effectiveness and relevance of the first training will reinforce the learning process in any retraining effort. An emphasis on a study of the relevant literature and techniques from sociology, psychology and anthropology might enable the personnel to have a better appreciation of the human relationship and basic needs, and increases their competencies in international and human relations.

Another factors which can lead to strengthening of the internal commitment is the presence of an espirt de corps among the educational personnel which is conspicuously absent at present. It will not be wrong to observe that the primary education personnel are suffering from an inferiority complex as the society does not hold them in high esteem which obviously effects their morale. Something needs to be done about this problem. In some other services, such a feeling of brotherhood has often facilitated the official working and helped in keeping the morale of the workers at higher levels.

A healthy development of extra curricular activities, such as games, debates etc. might provide not only the students, but also the teachers some avenues for fulfilling their social and psychological needs. The training institutions lacking these facilities might think in terms of providing them.

A number of other incentives and motivations can be pointed out. Role of Radio, TV, Press and other media in motivating teachers and students needs to be examined.

HOW TO MOTIVATE STUDENTS?

The main stimulants are following:

1. By practicing F^2 Formula:
   Teacher must be firm and friendly to students. He must listen to them and then must talk them.

2. Calling students by good means.
3. To ask questions.
4. Students want recognition from teacher/society.
5. Peer tutoring.
6. Teacher should think himself a friend of students.
7. Teacher should sprak the interest of learning in students through operating their minds.—why?
8. Teacher like an artist of a "performing arts". So he should bear qualities—sense of humer, stamina, grace, voice power; flexibility—for motivating the students.
9. He should proceed in the classroom with great circumstances while teaching. There are students of different kinds such as (i) Dreamer (ii) Talker (iii) Window people (iv) Intellectual (v) Over-confident (vi) Late comers (vii) Guest for the class.

LANGUAGE : 4 SKILLS

TRAINING IN LISTENING

Let us understand each skill separately. All these years it has been assumed that listening competence will come naturally while learning a foreign language. Teachers have only given importance to the teaching of reading, writing and little on speaking, but have ignored that training of listening. All those students going to western countries for higher education or exchange tours and those holiday makers or travelers visiting foreign countries suffer a shock when they find out that though they speak English reasonably well, cannot understand the native accent in normal conversation. Students face difficulties in following lectures, understanding seminars or participating in group discussion. As we will all agree that our teachers teach us English or speak in English in an unnaturally slow pace and style, making every effort to pronounce each and every word as clearly as possible. This is not the kind of English we hear when we interact in an English language environment. Native English speakers do not speak with a slow speed, give unnecessary pauses and stresses. Their way of speaking is natural and is more of a colloquial or informal style.

Some twenty or thirty years back there was a tradition of being stylish while speaking on radio or giving lectures. These days the style is more ordinary, conversational and informal. Teachers giving lectures or new-readers reading news on radio/T.V. have adopted this new informal style of speaking. Most of our students have difficulty following this rapid flow of speech.

Listening, they say is an internal process, and one doesn't know what occurs in a listener's mind when he is listening to something. But one thing is certain that the listener is actively engaged all the time in constructing the message of the speaker. When we listen to something, our first reaction is whether we are hearing an organised sound (language, music) or simply random sounds. It is here, that we can differentiate between HEARING and LISTENING. Hearing is simply the recognition of sounds, whether they are organised and meaningful or disorganised. We hear all sorts of noise around us without paying a conscious attention. But listening is giving conscious attention to whatever is being said.

Once we understand the sounds, we impose some kind of structure on those sounds and arrange them into words and sentences. And then we select what is useful and important for us and store that particular message in our memories.

Our students can become good listeners when they have knowledge of phonology or sound system of the language. Also, the knowledge of the topic or world between the speaker and the listener do not expect our students to understand a topic or some situation which is completely foreign or new to them. While we are writing, we are conscious that it should be clear and precise, because we are addressing about reader. But while speaking, we tend to become repetitious. At times it is an advantage for that learner who has missed out something for the first time; he may have a second opportunity. A listener should cope with these repetitions and also other things such as speaker's pauses, unfinished utterances, tones, etc...A good listening exercise should incorporate these aspects of spoken language, otherwise the task will appear artificial. One other thing which is important in a listening task is to give environmental clues. A typical example of this is, announcements at public places, such as airports, railway stations etc. This trains a listener to pick out the relevant message. Ideally speaking, we should expose our learners from informal conversational English to the more formal varieties used during lectures, public speaking and broadcasts.

When we are listening to something in our own language or in a foreign language, we do it because:

- We want to find out some information about a person or an event.
- We listen to something for our own pleasure or interest.
- We listen to serious lectures, seminars or discussions or important text read aloud, order to understand it.

The following exercises are meant for teachers, which they can keep in mind teaching their students listening comprehension. I would advise them to take out passages and dialogues or poem from the prescribed textbooks and devise listening exercises on them. Here once again a teacher imagination and dedication is required.

When you travel by train or by air in a foreign country you hear the announcements, repeating the same information you already know. Now if once doesn't understand the spoken language and have difficulty in following the native flow of speech, it will be a great hindrance. So it is better to give students listening practice in hearing various announcements. Play the audio tape for the students and see how far they can understand this airport announcement.

"May I have your attention please. The 2.30 plane to Karachi PK-175 will now depart at 4:40. Passengers are requested to stay in the lounge. Sorry for the

inconvenience." Now that you have listened to the announcements, look at the sentences below and complete the blanks:

The...............plane to.............will depart at..................are requested to stay in the..................for the.........................

Ali: Hellow, Karim!
Karim: Oh Hell, Ali!
Ali: I'm going to see the film "Silsila" why don't you come along?
Karim: Sorry no! I am not feeling well.
Ali: Oh, really! What's wrong?.
Karim: Indigestion.
Ali: Well, rest now, I'll give you a ring tomorrow.
Karim: Fine, see you then. Bye.....Bye.

Now that you have listened to the dialogue, tick the right answers:

1. (a) Ali is going to see film
   (b) Karim is going to see film.
2. (a) Ali is not feeling well.
   (b) Karim is not feeling well.
3. (a) Ali will ring Bell.
   (b) Karim will ring Tim.
4. (a) He has got indigestion.
   (b) He has got insomnia.

One of a very useful and practical listening exercises can be to listen to the news. We listen the news on the radio or T.V. because we have an interest to know what is going on in the country and around the world.

SPEAKING

A person learning a foreign language needs speaking for the communicative purpose. To acquire a communicative competence in a foreign language, we need to master all the four skills that are listening, speaking, reading and writing. It is observed by researchers that the most important skill which a learner requires is the oral skill or the speaking skill. In our teaching situation, English teaching is more textbook oriented. An English teacher faces a lot of constraints of syllabus completion, the size of the classroom, number of students, and the hours available for teaching, therefore it is not easy to devote all the time to practice speaking skill.

A learner needs oral skill or speaking skill in order to perform social functions. Oral communication is a two way process between the speaker has to start from merely imitating the models from the teacher and steadily becoming competent enough to express in the language he is learning.

According to Don Byrne, "it is the ability to express oneself intelligibly, reasonably, accurately and without hesitation". To attain this goal, a foreign language learner has to start from merely imitating the models from the teacher and steadily becoming competent enough to express in the language he is learning.

The factors which influence oral fluency

STRESS—INTONATION—SOUND LINKING—SPEECH FLOW

Don Byrne in his book "Teaching oral English" explains each of these factors and points out that it is difficult to attain a native accent and pronunciation, nevertheless a sound knowledge of phonology and all other speech factors will help a foreign language learner to attain a great deal of oral fluency.

STRESS: The strength of voice placed on one particular syllable or a word. Stress is compared to the beat in music. Stress can be indicated by the mark (□□) on the stressed syllable/ word, or by the beat of the hand in the air or against palm.

INTONATION: While speaking the tune of the sentence is comparable to the rise and fall of the tune in a piece of music. Intonation is the movement of voice which is either high or low in pitch.

Falling Tune,

Rising Tune.

While teaching stress and intonation, the teacher speaks at a normal speed and at the same time with more exaggerated expression. The normal flat intonation is not clear for the student to imitate. It is important to note that intonation depends on stress as much as stress can affect the intonation pattern Intonation helps in conveying the right mood whether it is friendliness, interest indifference or emotional.

SOUND LINKING: Sometimes there are clusters of sounds which are difficult to pronounce by our students. Therefore, sound linking is teaching o

linking together the clusters of sounds. For example, str, thr, spt, etc...can you think of other such clusters in your own first language?

SPEECH FLOW: It means a correct combination of stress, intonation and sound linking. Sentence should be spoken in a way that it appears as meaningful and not as a series of disconnected and separate sounds or words. For example, "it is not as difficult as it seems", is the correct flow. The wrong speech flow will be:

It Is not. As. DIFFICULT. As. It. SEEMS.

The wrong stress may confuse or alter the meaning of a sentence. The wrong intonation will convey the wrong mood or attitude and if both the stress and intonation are wrong, a sentence may appear misleading.

Learning to talk in a foreign language is often considered as the most difficult aspect of language learning. A teacher faces a hard task to help the students with their speech problems. Speaking skill is taught in many different ways. Teachers either stick to the conventional methods of teaching or invent their own individual styles.

The most widely practiced stages of teaching speaking as well as other skills of reading, writing and listening are:

1	2	3	4
OBJECTIVES	PRESENTATION	PRACTICE	TRANSFER

1. **Objectives**—means telling students explicitly what they are going to learn and what is the optimum level of understanding they have to reach.

2. **Presentation**—means how a teacher is going to present a new language item, structure or rule. He hopes to make his presentation through:

   Pictures

   Translations-role play – dialogues

   Discussions – songs & games etc.

   The most common and useful presentation while teaching speaking is considered to be through a dialogue. Presenting a key structure in this

framework will actually mean placing the language directly in the cont
or situation. In other words "contextualisation" of the language can
effectively done through a dialogue.

3. **Practice:** Having presented new structure or rule, the teacher must
go on to practise it. Practice needs a lot of drilling.

John Hay-craft believes that, "much more time should be spent
practice on presentation. In this practice stage a teacher gives control
and guided practice, providing students with a lot of clues/hints.

4. Transfer stage is where the teacher relaxes the control altogether a
leaves students entirely in their own. Students are actually tested to g
free expression.

These four stages, objectives-presentation-practice and transfer are
teacher's tools. In fact these are the stages of a teacher's most modio
lesson plan. We have to see now that how much opportunity a student g
to practise these language items. Practice can take many different for
In the practice stage, teachers can give a choral (chorus) repetition of
structure or give the following most commonly practised exercises:

(i) Controlled practice.
(ii) Guided practice.
(iii) Free practice.

These three kinds of exercises ensure the stead growth of students abil
to learn a language. Before we know more about these kinds of exercis
let us understand a new term DRILLING.

WHAT IS DRILLING?

The word "Drill" is given to us by the "Behaviourist psychologists" w
believed in "habit formation". Drilling means a lot of repetition or giv
correct responses. As such, drilling is the most effective way of forming a hal
It is a technique used by almost every foreign language teacher. Once
student has succeeded in getting one step right, he could go on to the next a
this is considered as most effective teaching programme.

Let us now understand more clearly as

What these controlled, guided and free exercises are?

How do they help learners?

What actually is taught under them and how?

CONTROLLED PRACTICE

This is the stage where learners are given intensive practice in the new structure. Their production of the new language item is very carefully controlled, so that the form and usage of that particular item is fully grasped by the learners.

The following example of a controlled exercise and you will notice the use of mechanical drilling. The teacher wants to teach WH questions to high school level students. It is advisable that the teacher should tell the objectives of the exercises so that the students know about what they are expected to learn. The teacher should state the objectives by saying; with this exercise you should be able to:

Practice: WH questions like what, where, when, why.

Self Assessment Question

What are the four common stages of teaching language skills. Describe their usefulness in learning a new language.

READING

When the writers write, they begin writing with some purpose (s), therefore they choose and use their words, sentences and paragraphs fulfill the purpose (s). Similarly, the readers goal is, to understand and absorb writers broad proposes. Reading is essentially a private or social activity, not a class one. But in the second language learning most learners cannot be made effective readers unless they are taught how. To do this, teachers need a programme which can deal with methodology, opportunities for practice, and appropriate facilities to help the learners acquire better reading techniques. Most reading material is written to achieve one or more purposes. The main purposes in a writer's mind are:

1. To present information
2. To interpret information
3. To interpret human experience
4. To move the emotions
5. To stir the senses
6. To provide entertainment

Understanding a written text means extracting the required information from it as efficiently as possible. For example, we apply different reading strategies when looking at a notice board searching for some specific information, and when carefully reading an article of special interest in a scientific journal.

In the first case, a reader will quickly reject the irrelevant information and find what interests him. In the second case he has to read in detail and cannot afford to skim or scan the article, or to be more simple cannot skip paragraphs or pages.

In our every day life, we come across many types of reading material:

Novels, short stories, other literary texts like dairies, biographies, etc.

Plays, poems, letters, telegrams, notes, etc.

Articles, editorials, classified ads. Weather forecasts, radio/T.V. programme, etc.

Summaries, precis, accounts, reports, reviews, business correspondence.

Handbooks, guide books, recipes, catalogues, travel brochures, puzzles, problems, etc...

Instructions, directions, notices, rules and regulations, posters, signs, menus, price lists, tickets, etc...

Comic strips, cartoons, legends, maps, diagrams.

Timetables, directions, dictionaries etc.

We read all these things.

(a) for pleasure, and
(b) for information.

Some of ur read just casually even while reading serious journals or reports, and some of us read seriously even while reading classified ads or cartoons. These sorts of reading activities can be broadly divided into following two categories:

(a) The Intensive reading.

(b) The Extensive reading.

Extensive reading: Reading longer texts, usually for one's own pleasure. his reading needs fluency. It is a sort of an outside reading.

Intensive reading: Reading shorter texts to extract specific information. This kind of reading needs accuracy for detail.

Reading is an active skill which involves guessing, predicting, checking or asking oneself questions. It would be better if the teacher links the reading skill with the other three skills of writing, listening and speaking.

Reading and writing can be linked together when summarising, note taking or replying to letters, etc......

Reading and listening can be practised together when comparing recorded and written news bulletins, using recorded information to solve a written problem, etc......

Reading and listening can be practised by discussions, debates, etc......

Some people think that reading cannot be taught but only learnt, but all of us will agree that the teacher's job is to tell students many different ways to attaching a text. A notable linguist Brum fit states his ideas that there are two approaches of reading:

Reading for accuracy (intensive)
Reading for fluency (extensive)

Both these approaches obviously different classroom procedures. Intensive reading needs close guidance of teacher. The aim of intensive reading is to arrive at a profound and detailed understanding of the text.

The extensive reading is mostly done out of class. The class time is too short to achieve fluency, one has to read a great deal which can be only one in the spare time. People read in different ways using different strategies and skills. But when a reader is a foreign language learner then he needs slow, careful and laborious reading strategies in order to extract the maximum information from it.

Therefore, let us once again revise what intensive and extensive reading are:

Intensive reading: This kind of reading aims at reading shorter texts, which needs accuracy for detail.

Extensive reading: This kind of reading emphasises lesson gaining accuracy and more on gaining fluency, since extensive reading is usually done outside the classroom, and for the readers own pleasure, an extensive reader is at liberty to:

Pick up a book of his own interest
Read the book at his own pace, whenever he feels and
Gain as much exposure as he wants in a language.

Whenever you pick up a book on "Teaching Reading Skills", you will come across such terms:

Skimming
Scanning
Predicting
Anticipation
Silent reading
Reading in chunks
Guessing the meaning of unfamiliar words

All these techniques train you in acquiring fluency in reading as well as accuracy in reading. Let us see what these terms explain.

SKIMMING: It means reading a text quickly in order to get the gist of the text. The reader is just concerned with the main idea and leaves the other minor or supporting details. Skimming is a useful reading technique especially in extensive reading. It is useful when a reader does not have much time to go through the whole text in detail. So, skimming enables us to read just the relevant parts in a book which might interest us.

SCANNING: It means reading a text quickly in order to look for specific piece of information. This reading skill is very useful in our daily life when we are looking for a telephone number in a telephone directory or searching for the meaning of some unfamiliar word in a dictionary. Therefore, instead of going through the whole directory or dictionary we must settle for the specific areas where we can find that particular information.

PREVIWEING: This gives us the first impression about a book. We can have fair idea about the book by looking at:
The title,

The blurb or back titles,
Reviews,
The foreword or preface,
The contents page, and
The index.

PREDICTING: This is a king of guessing game. The reader is utilising his previous knowledge of language and subject, and is looking froward to reading what he predicts will be in the book.

INTICIPATION: Anticipation in reading means guessing about the text in a global level or at an overall level. Anticipation means the reader is constantly anticipating what the next line or page would bring. The difference between the anticipation and prediction is that anticipation is global at the entire book level, while prediction is local or at a sentence level.

SILENT READING: Williams says that "the reader is not simply a passive object, fed with letters, words and sentences, but is actively working on the text and is able to arrive at understanding without looking at every word..." This reading technique once again enables us to avoid unnecessary concern about individual letter or word which can slow down our reading speed, instead, we look for the general idea or message of the book or the writer. Giving too much importance on individual word and its meaning, a reader is likely to miss the overall message or meaning of the text.

GUESSING THE MEANING OF UNFAMILIAR WORDS: As mentioned in reading in chunks, a competent reader is the one who does not stop over a particular word and look up for meaning in the dictionary but is able to guess the meaning of that unfamiliar word with the help of the context. Suppose your task is to teach a novel to your B.A. students. You can actually start a discussion on the author, the book and the book itself, so that you students will form an idea about the book and of course their interest is a so aroused.

Give your students an opportunity to give their suggestions. You can ask "preview questions" like:

What is the text about?
Who is it for?
Who's the writer?

Your students will probably guess the answers by looking at the layout of the book, the front the back cover, a look at the contents or the preface etc... After this preliminary discussion, you can teach one or two chapters at a time.

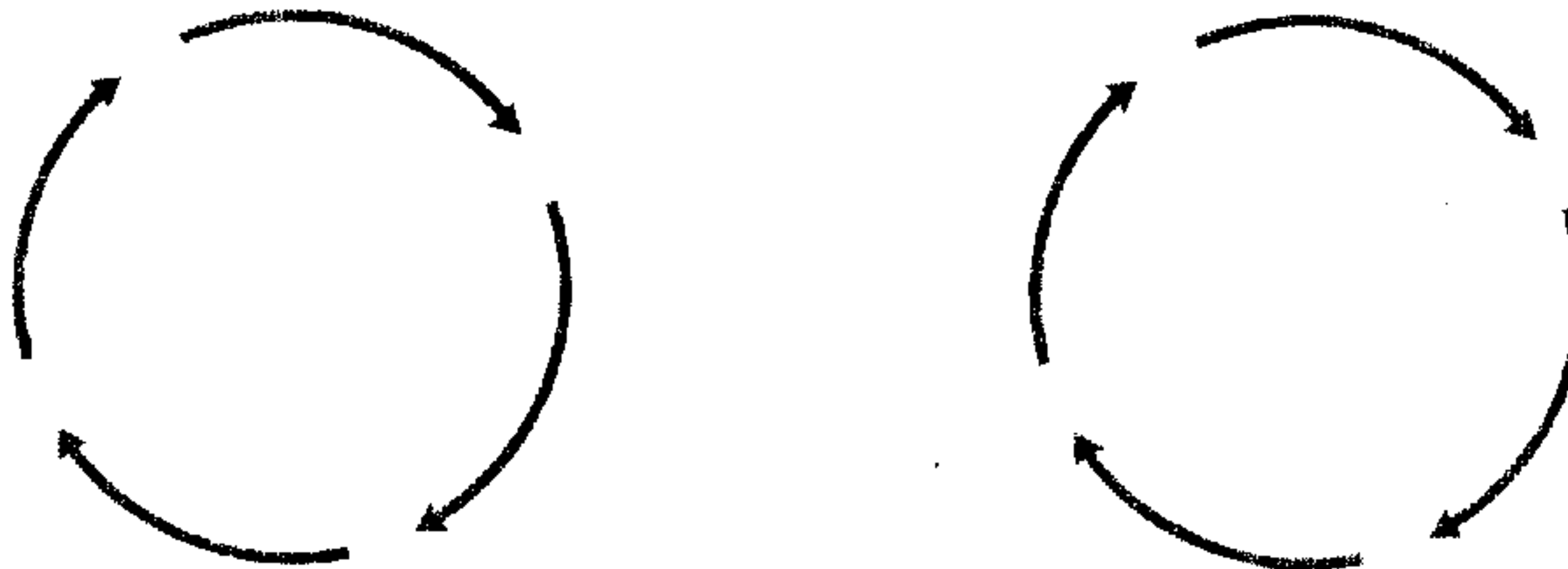
Ask your students to come prepared by reading it. Let them discuss their findings in the next period about:

The setting
The year--season
Characters
Any other thing which they find interesting.

Encourage your students to write down all they are learning through discussions and criticism. So at the end every single student will have a complete work on that particular novel and while preparing for they can refer to their class notes. So, you must have realised that we are actually practising predicting, skimming and scanning techniques.

As you are already told that extensive reading is an outside reading activity which you can carry out in your spare time according to your convenience. If the teacher what to develop the habit of extra reading or extensive reading in their students, they can ask them to read other books by the same author and discuss whether the setting, the character or the theme have any resemblance with the novel they have read. Do they think that the authors style is different, etc. This sort of extensive reading activity will enhance students knowledge and will encourage them to refer to other outside resources and also improve their language competency.

Therefore, to understand more as what "extensive reading" is we can look at these two diagrams given to us by Christine Nuttal in her book "Teaching Reading Skills in a Foreign Language".

Viscous circles of the weak reader

Virtuous circle of the good reader:

The teachers should make sure that their students read for enjoyment also. Not all of our students will appreciate outside or extensive reading, but there are always many others who will welcome extensive reading advice and

will slowly develop an appetite for books. To encourage students to do extensive reading, an ideal thing is to establish a classroom library. But the books chosen for that should be according to the language level or language proficiency of the students. They should be easily understand, varied in choice, suiting the various interests of the readers.

THE QUALITIES OF GOOD READING

Certain essential conditions have been laid down which the method of teaching Reading should satisfy. The goal is good audible reading, and it now remains to point out the marks or qualities of good reading.

1. **CORRECT PRONUNCIATION.**—Correct pronunciation depends upon the proper sounding of the vowels, hence the proper teaching of the vowel sounds is all important.

   Much of the faulty pronunciation of the present day is due to the careless way in which children have been allowed to acquire the vowel sounds in their first reading lessons at school. Most cockneyisms rest on imperfect or inaccurate vowel sounds.

   The method of teaching should be by vocal demonstration and imitation, and the sounds should be fixed by vocal drill.

2. **GOOD ENUNCIATION.**—As good pronunciation depends upon the vowels, so does good enunciation depend upon the correct sounding of the consonants.

Consonants are produced by obstacles to the out-going current of breath, although in some cases they are preceded or followed by vowel sounds. In teaching these sounds the chief thing to aim at is economy of breath in their production, hence the teacher should insist on the difference between voiced and voiceless sounds.

In sounding a letter like b, the breath, as it passes through the throat, sets the vocal chords vibrating. The rest of the sound is then produced as in the case of p. Consonants like b are called voiced; where there is no vibration they are said to be voiceless.

(a) Some common errors of enunciation are now given, and methods are suggested for dealing with them.

ERRORS	EXAMPLES	TREATMENT
W for V.	wery (very); wan (van)	A common Cockney e[illegible] some years ago. Teach the children to place th[illegible] op front teeth on the lower lip, and do not allow [illegible] lips to be pursed together.
F and V for hard and soft th.	Fing (thing); Muvver (Mother); Faver (father); Fumb (thumb); Nuffink (nothing); Frough (through).	Things, thumb, throug[illegible] in these words the point of the tongue is placed a[illegible]ainst the edges of the top teeth, and the breath pa[illegible] between the teeth and tongue. In the case of m[illegible]er, father, nothing threr is also vibration of the v[illegible]l chords. The error is explained from the fac[illegible] that the mode of producing the sound th and f [illegible]d v is very similar as in each case the friction of [illegible] breath is past the upper teeth.
M, n, ng become b, d or t, k.	Borning (morning); Dothing (nothing); Nothink (nothing).	This may be only a tem[illegible]ry defect, due to cold in the nose, but it is also [illegible]hibboleth of certain races or nationalities. In the [illegible]unds m, n, ng, the breath is driven through the [illegible]e, the stoppage for m being in the same place as [illegible]b, for n in the same place as for t or d, and for ng [illegible] the same place as for k and g. In producing the [illegible]asals the defective children must be made to exh[illegible] the breath through the nose.

ERRORS	EXAMPLES	TREATMENT
R becomes w; er or a becomes ah; r also becomes th; r (obtrusive) as in idear.	Bittah (bitter); Heah (here); Ideah (idea); Wewy (very); Bthown (brown).	The sound r is formed [illegible] raising the front of the tongue, which gives the tr[illegible] The trill is perhaps overdone in the north; it is c[illegible]tainly underdone in the south, where, when it is th[illegible] nal letter, it is only pronounced when followed [illegible] a word beginning with a vowel, and not always [illegible]n. This will explain such faults as "the idea(r) o[illegible]it;" "Russia(r) and Japan." If the method of pro[illegible]ing th (see above) and r be compared, bthow[illegible] will be explained. Demonstration, imitation, a[illegible] vocal drill are the remedies.
H, elusive and obtrusive.	'is (his); 'at (hat); hidea (idea).	A common difficulty [illegible]ocal drill is the remedy. In producing the h [illegible]und the breath [illegible] practically unobstructed. He[illegible] it is unlike all other consonants.

(b) **Stammering or Stuttering.**—Speech is a muscular [illegible]t involving co-ordinate action between certain nerves and certain mu[illegible]les. Stammering results when this co-ordinate action fails. Stutter[illegible] is a form of stammering which is now more or less limited to the u[illegible]less repetition of sounds, while Stammering includes all forms, such [illegible]s the glide, th

hesitation, the holding on to a sound, and the stop. It is the chief imperfection of speech. It may be interesting to note that—

(1) It occurs only among people highly civilised.
(2) It is more common among the Teutonic races then the Latin.
(3) It is more common among males than females.
(4) It ra ly shows itself before the fourth or fifth year.
(5) It usually begins in youth, but may arise at any age.

Its causes may be various.

(1) It may be due to heredity.
(2) It m y be acquired by imitation, for, like yawning it is infectious.
(3) It may be due to mental strain or shocks
(4) It may arise from ill-health.
(5) The immediate cause is always in the lary x, and this is sometimes complicated y had breathing. Stammerers generally manage their breath badly, for they are always trying to speak when their lungs are not properly inflated.

A vowel is produced by a current air which receives its distinctive mark from the shape of the mouth, whereas consonants are produced by closures of the part of organs of the mouth. Now, stammering a vowel can occur only in the vocal chinks, but there are six consonants closures on any one of which it may arise, the most common being at b and b (libials), a and t (dentals), and g and k (gutarals), beca se the closure is firm in these cases than in the other three. The stammerer is said to have no difficulty in shaping his mouth to produce the sounds. He easily forms the closure, and it is then his difficulty begins. He cannot undo th closure so as to get at the vowel which is to follow the consonant. The ongue seems to cling to the teeth, and that is because the breath is badly managed, and the vowel (current of air does not come at the right moment through the vocal chink to undo the closure.

There are three modes of stammering:

(1) **The Stop Stammer:** This arises when the vocal chink does not open soon enough.
(2) **The Stutter:** This arises when the vocal chink flutters.
(3) **The Glide Stammer:** This arises when the vocal chink opens too soon.

(c) **The Treatment of Stammering.**—Stammering can be cured, and it often disappears gradually, curing itself, and this is especially so as one gets older. But in some cases it requires constant effort. There are two methods cure suggested, the second of which is the more important.

(1) The Musical Method.—This included not only singing, but chanting and intoning. It rested on the fact that most stammerers can sing.

(2) The Breathing Method.—The breath should be regulated. The patient should be made to habitually use the chest voice, and so produce deeper, steadier vibrations of the vocal chords. The reason given is that people generally stammer in a "head" voice. There should be vocal drill on the sounds where the stammer is produced.

(d) **Lisping.**—This is the habit of pronouncing the sibilants (s,z) imperfectly, as by giving them the sound of th or dh. It is curable.

The pupil should be practised in the production of these sounds, after their production has been explained and demonstrated. The following plan has been suggested by good authorities. The pupil should hum a scale on the sound sh, beginning at a low pitch. As the notes become higher the sh will be found to approximate more and more closely to s. If the sound is once obtained and recognised, then all that is required is energy and practice. For the purpose of this practice the pupil should be made to sound the word sting, and then bur sting; the whole world being repeated more and more rapidly until the pronunciation becomes correct. Similar exercises could be given with similar words like la-sting, hoi-sting, win-some, & c. Plenty of practice in reading will then be required, particular attention being paid to the s sounds.

It should be noted that s gives little difficulty at the beginning of a word The chief difficulty occurs when s is inside a word.

3. **GOOD ARTICULATION.**—By articulation is meant the proper fitting or joining of the syllables of a word the one to the other. In its fullest meaning it has a threefold reference:-

(*a*) The proper formation of elementary sounds.
(*b*) The formation of these sounds into distinct syllables.
(*c*) The formation of these syllables into words.

Bad articulation is often due to faulty enunciation. Children are slovenly too quick, careless, and inattentive at times; whereas "in just articulation the words are not hurried over nor melted together; they are neither abridged nor prolonged; they are not swallowed, nor are they shot from the mouth; neither are they trailed, and then suffered to drop unfinished; but they are delivered from the lips as beautiful coins are issued from the mint, deeply and accurately impressed, neatly struck by the proper organs—distinct, sharp, perfectly finished."

Clear articulation may be taught in two ways:-

(a) By carefully graduated exercises.
(b) By constant supervision of the reading and speaking of the pupils throughout the whole of the school day. Clear articulation must be made a habit, or the effort of the reading lesson will be wasted in the imperfect articulation of the rest of the day. Special defects should be met by vocal drill in specially prepared exercises.

Pitch, modulation, and pace will also require careful treatment.

4. **CORRECT ACCENT.**—Accent is a superior force of voice, or of articulative effort upon some particular syllable of a word, distinguishing it from the others. Sometimes it means more than this, as when it signifies a peculiar or characteristic modulation of modification of the voice, as when we say a person speaks with a good accent. In poetry it also indicates a slight stress upon a tone to mark its position in the measure. In such cases the accent is regular and marks the flow of the rhythm.

5. **PHRASING.**—Phrasing is closely associated with accent and indeed arises out of it. In accent we have "a stress or bounding of the voice, followed by a slight pause, which groups in pronunciation those words that are so closely combined in sense as to convey but one notion, and to separate which would be to destroy the sense. It also draws attention to that word on which the motion to be conveyed depends. By means of accent, phrases are read, not as a succession of words, but as a series of notions, which are in this way made distinct. In fact, accent is the expedient by which every distinct notion is separated and distinguished in reading. In some cases, two phrases are so intimately joined in sense as to form but one compound notion; and at such times two accents are heard, a primary and a secondary—the primary being placed on the word that limits the phrase, or renders it more specific."

6. **EMPHASIS.**—By emphasis is meant the stress of utterance or force of voice given to the words or parts of statements intended to be specially impressed on the listener. It often removes the accent from its natural or customary position to some other word in the sentence. What accent is to the word emphasis is to the sentence, and as it is the sense which regulates the place of the emphasis, emphasis has been defined as a sense-accent. Its chief effect is to indicate a contrast, e.g.--

This is the house that Jack built—as contrasted with other buildings.
This is the house that Jack built—as contrasted with other builders.

It requires good analytic power, and it is this which makes it a mental attribute of reading; for a proper analysis means a clear comprehension of the text. It may be expressed in a variety of ways. The voice may be raised and intensified, or lowered and softened; there may be a sudden change of voice, the use of the pause, or even gesture may be utilised.

Emphasis has been divided into—

(a) Emphasis of Sense. See examples quoted above.

(b) Emphasis of Feeling. This is found in impassioned writing, and especially in poetry. It is an attempt to interpret vocally the emotion expressed in a given word or phrase; e.g.

"The ploughman homeward plods his weary way,"

"plods" and "weary" should be uttered more slowly, whilst there should be a ting of weariness in voice in reading the latter word.

In the reading of poetry there is often a conflict for the young reader between the verse-accent and the emphasis. The teacher must carefully guard against this; e.g.

Verse-accent. Ben Battle was a soldier bold.
Emphasis. Ben Battle was a soldier bold.

7. **PAUSE**—In every sentence of any length words fall naturally into groups, and pauses are the slight stops which any good reader instinctively makes between these groups. The pause may or may not be indicated by punctuation—very often it is not. Hence the phrasing, or proper grouping of the words, involves a proper understanding and translation of punctuation, and something more. Words have to be grouped into notions, and the various relations of these groups of words have to be vocally indicated.

"These can be no good reading without frequent and sometimes long pauses. They convey an effort of spontaneity, which rivets the attention of the hearer; while unbroken fluency, especially in the reading of complex sentences, will never sustain attention, because it is manifestly accompanied with little or no thought on the part of the reader. Appropriate clausular pausing will lead the reader to think, to exercise his judgement as he reads".—(Bell)

Pauses are divided into—

(a) Pauses of Sense. These are sometimes known as Logical Pauses, and they are used to mark off groups of words, each group expressing a notion, or to call attention to the emphatic word in sentence; e.g.—

This-is-the-way   he-does-it
It-was-luck   that-made-his-fortune.

(b) Pauses of Feeling. These depend upon the temperament generally, and the state of feeling of the reader at the moment in particular.

HOW TO OBTAIN GOOD READING AMONG TEACHERS

Reading for teachers is a subject of first importance, for the following reasons:-

1. A teacher cannot teach well unless easily understood. Distinctness of utterance implies audibility; an easy and pleasant-sounding speech secures the attention of those whom shouting and stridency distract and tire.

2. Good reading is an exercise in voice-economy, and voice-economy is useful in all degrees. It is always a saving of physical effort; at the least it is a protection against common forms of throat disease to which those who live by talking are prone; and at the best it is an admirable and health-giving gymnastic. It is a most painful fact that many of our teachers suffer from more or less developed and recognisable forms of throat disease which a little exact knowledge and careful practice in the earlier stages might have cured, if not avoided. And experiments have satisfactorily shown that even in cases of advanced deterioration carefully graduated exercises have gone far to mitigate the mischief already done.

3. The best reading is evidence of many good physical and mental qualities which are capable of cultivation, though rarely communicable by mere pattern-giving.

Stages of Teaching

(1) The first step is to see that students recognise the value of (a) easy audibility, for the effective teaching of a class, and (b) voice-economy, for the preservation of the health and vigour of the teacher.

(3) The instructor next discovers idiosyncrasies and provincialisms, and invites reasonable conformity to the standard of pronunciation and intonation enable the reader to render vocally the emotion expressed in each group of words, and so catch the sympathies of the audience.

WRITING

As you are already told, writing is a productive/active skill like speaking Why, because you need a reader to decode the message which you as a writer are encoding through writing. In writing, a writer is translating his or her thoughts into language. Since there is no direct contact or interaction between the reader and the writer, a writer has to be very explict in his ideas and expressions. Writer has only words to play with and by arranging and linking together these words and sentences, by organising all these writing tools in a coherent whole,. a writer is able to communicate successfully with readers. Besides words, a writer makes use of other graphological devices, such as punctuation, capitalisation, underlining, etc...etc...All these writing devices play a role to get the written message across the reader. While speaking, a speaker faces a listener and therefore he not only uses words but through expressions and gestures he is communicating with his listener. But in writing, there is only a paper and a pen which a writer has in his control and so he has to ensure that whatever he's writing is understood without any further help. We all will agree that writing is an individual activity or a solitary activity and the writer undergoes a lot of mental exercise in revising and rewriting the sentences, until he is sure that his absent reader is getting the right message. Though writing, like speech, is a spontaneously activity where writer thinks spontaneously but when he gives words to his thoughts he is consciously arranging sentences. Incomplete or ungrammatical sentences are not tolerated in writing. Since we learn English as a foreign language, our students need to be treated with patience and a teacher should guide the learners from the very beginning in developing writing skills. We can help the students by telling them all the minor as well as major mechanics or writing. They should be taught orthography—which is the ability to spell, the punctuations as where a sentences should be marked, where paragraph boundaries exist, the cautious use of exclamation marks and dashes, what and where to underline, what are the uses of footnotes, indexes, biblographies, headings and content list, etc... One cannot produce an effective or readable writing until these writing devices are made into use.

When we write anything, whether it is a personal or business letter, an application, an examination paper, a report, a shopping list—anything, we need a different strategy for each, a different method to write. To write clearly is a difficult thing because most of us just never stop to think or ponder, but continue with writing as the ideas pour into our heads. This, sometimes leads to inconsistency, disorder and ambiguity and the readers are unable to follow what is written. Of course, I do not mean here that your students should be trained as "professional" writers or novelists, but it is very necessary that a good student should be properly guided and taught to write effectively.

The most important thing, therefore, is that before we start to write we should organise our ideas and order our thoughts. However, while doing intimate correspondence, one is at liberty to let the business or formal correspondence. To achieve this control over writing various forms, our learners need to learn a number of rules. These rules will obviously help in improving the writing skill of the students and they will know what rules, strategies or methods they should apply while writing letters, etc...etc... Once having decided on what to say, say it neatly, clearly, simply and consistently. Neatness is particularly important when one is writing a job application or filling a form. Neatness is also of importance in writing examination papers. Because neatness will make a better impression on a perspective employer or on examiner. Clarity is also very important. Try to write short sentences, without too many subordinate clauses. Long sentences will appear heavy and too tricky, so avoid this by cutting long sentences into short by using punctuation.

It is better to avoid long words. Long words interrupt the flow of thought and common readers will face difficulty to understand them, until they refer to dictionary very often. Long words can very easily be substituted with short words, which will not alter the meaning of the sentence. Examples of long words are:

Abbreviated/short
Necessitate/need
Multiaceted/many sided

However, sometimes a long word is more accurate to describe a meaning. It is noticed very often that some writers use jargons heavily. One can excuse professional writers, because they know that they are doing, but teaching students to use jargons frequently will be a mistake. Jargons are technical words and are of mixed language origin. Punctuation is very important. Without it words would follow each other in an endless stream and the meaning would be lost. Punctuation makes the meaning clear. An average student surely knows the use of a full stop, comma, semicolon, colon, question mark, exclamation mark, inverted commas, brackets, hyphen, dash etc... etc... What is noticeable is that in our English periods, teachers do not treat the problem of punctuations separately, i.e. no adequate time and teaching is given on the teaching of punctuation. This is very important writing device which needs lot of work and practice. Our learners should be taught that their writings should have coherency and consistency.

Coherence means a writing which makes sense, is easy to follow a understand. A coherent writing is one where words and sentence. are placed a correct place and are in a right order. A coherent piece of writi.g is devoid any ambiguity or obscurity, that which does not create any sort understanding in the minds of the readers.

How can we help our learners to write simple, creative expression? Fi of all, we should give our learners an opportunity to look at the various writi formats. This wide exposure to various models will provide them with an insi to many different and appropriate writing models and will also give them a ta of variety. Too much exposure to any particular format, for example dialogue narrative prose, will hinder their learning any other form. At the ame time learners should be made to realise that each and every written piece of wo has a definite communicative purpose and is addressed to a specif : reader.

Donn Byrnn in his book "Teaching writing skills" says hat a forei language learner will learn a new language more easily if all the activit whether they are related to speaking, reading, listening or wri ing are m realistic and are based on a realistic context or situation. He means to say tl we as teachers should provide our students a contextual or real-lif : frame wo This will make writing tasks more purposeful. It is advisable that to provc interest among the students, we should give them activities which shou integrate all the four skills. One of the most useful activity of this sort is givi an advertisement for a job to a student. Of course, a student will read it, whi involves reading, talk about it or discuss in pairs/groups which invol speaking or listening, and then decide to apply for it, which involv. writing.

Thus I must once again emphasise that the writing activiti given to t student should not lack reality. Tasks to write letters and notes a much mo relevant to learner's needs. Ask them to write formal letters or reports, but on again give them a life-like situation in which they can feel at ea . Slowly a gradually we can motivate our learners towards creative w ng, such writing imaginative stories. Motivate them to provide an end the story write description about any particular person or a landscape or a other thin

The most common drawbacks in our students writings re incorre punctuations or complete absence of punctuation as well as incorrect use linking devices, such as co-ordinators, conjunctions, sequence or me marke etc... etc... We should devise such kinds of exercises which will niliarise tl students with these cohesive devices, sentence linking and seque ing device Select few common conjunctions or coordinators at one time give the activities of combining sentences with these devices. For example

It was raining, Rahim went out as usual. (but)

Many other activities of such kind, practising all the cohesive devices will force a student to think about the meaningful relationship between the sentences and clauses.

Given students short texts or letters with these cohesive devices erased and ask them to provide the correct device.

A good and effective writing programme should:

(a) reinforce the language learnt orally,
(b) include a large variety of resources of the written language, such as linking and rhetorical devices, and
(c) gradually give independence to a learner from a much controlled practice towards writing free expressions.

Whenever we as teachers ask our students to write, we should allow them freedom to write about their own ideas, experiences and interests. Very often, our students just write believing that they should write what the teacher wants. Teachers should encourage their students to be imaginative and make them believe that each one is an interesting person with interesting experiences thoughts & ideas that are important and worthwhile to share. Another thing the teacher should explain to their students is that they should not think that when a writing assignment is given to them, all the ideas they need just, jump magically in their minds Sometimes, they do have few ideas but it is possible to be blank and have nothing to say. To boost up their capabilities and stimulate their minds, a teacher should do some *'pre-writing'* activities with them. If, for instance you give them a topic *"Advantages of College Life"*, ask the class some questions like:

Why did they join college?
What interests them most in college?
How did they feel on their first day?
When was their first day?
What are the good and bad points?
Son on and so forth.

Eliciting answers from the entire class will provide them enough material, which each student will go back to while writing, and improve upon them.

Another useful pre-writing activity is listening the main ideas. For example:

More freedom in college.
More work in college.
More fun in college.......

Then, if the teacher has enough time, he can take one main idea and then ask students to give ideas to support it, For example:

More freedom in college.
To select courses.
To bunk classes.
To make future plans etc........

Once students are engaged in a free writing activity, tell them not to worry about the grammar, punctuations, spellings, organization etc... Try not to stop and do not decide if their ideas are good or not. Just put the ideas as they come into the minds. The teacher can help them later on to decide which ideas include, where to begin or end the paragraph etc... The language experts have given a name to activities as "Brainstorming" activities, that means a student is forced to think and write as naturally as the ideas are pouring into their minds.

SUMMARY

It is more important for a teacher to be clear about his aims and objectives, otherwise his work will be haphazard and indefinite. He should try to achieve the objectives of teaching English at school. The fourfold linguistic aims of teaching English are as follows:

1. LISTENING COMPREHENSION

The effective training in listening facilitates the learning of English language. Ear-training exercises should be provided so that the students become quite familiar with the sounds of English which are different from those of our native languages. These exercises may demand monotonous repetition for which the teacher should devise means to create interest and attention in his lesson.

2. READING COMPREHENSION

This skill will be mostly needed by our students in their life at school. Reading is a silent and individual activity. However, the most available opportunity of the pupils' exposure to the English language is the loud model reading of the text by the teacher. For sound foundation in the learning and literary English. Reading aloud in the class should not be used very often by the teacher just for the purpose of change of activity in the classroom. Reading comprehension demands visual and congestive tasks on the part of the reader. The efficient reading depends on first determining the purpose of reading.

3. ABILITY TO SPEAK

Speaking is the productive activity of the language and is the fundamental means of communication. The speaking ability can be acquired by persistent practice in speaking and by imitation of the spoken English. As the teacher provides the model of spoken language to the students, he himself should be reasonably perfect in various aspects of English speech.

4. ABILITY TO WRITE ENGLISH

A student should have developed the ability to write few sentence of simple and correct English on topics of general interest. The students should know the sentence grammar as well as the ways of putting sentences together with coherence. They must be conscious of the purposes of their writing, and be able to collect, organise and convey their ideas in the form of simple, correct

and coherent text. The teacher should also devote sufficient attention to the spellings and handwriting of the students.

5. INTER-RELATIONS OF LANGUAGE SKILLS

The four basic skills of language are closely related and overlap one another in actual practice. Their teaching in close association brings economy in learning. However, it is important that in each lesson, the teacher should have a specific aim so that he may adopt the appropriate methodology for imparting training in a particular skill. The teacher should aim at balanced and integrated development of all the basic skills of the English language.

METHODS OF TEACHING ENGLISH
(PAST AND NEW TRENDS)

In the teaching-learning process of a subject the methods used by a teacher hold an important place. But at the same time it should be remembered that the methods alone can't bring any change in the area of teaching-learning process. The teacher is more than techniques. Excellent methods in the hands of incompetent teachers do not bring fruit. It is necessary, for fruitful results, that a competent teacher should use good methods of teaching.

In our country, for teaching English, a number of methods are used. In order to appreciate the modern trends, it is interesting to survey the old trends. In this chapter, we begin with the traditional approach to the teaching of English and end with the scientific view of language and teaching.

Some very important changes are occurring in the field of language learning and teaching. These changes are taking place as a result of dramatic advances in linguistic science, research in techniques of teaching process made in mass media and great interest in learning foreign languages. We can't do without English and it requires in the present scientific age that the English teacher should be aware of modern trends of teaching English. A brief look at past trends will help the reader to understand and appreciate the modern trends.

PAST TRENDS

Of the many individual methods of teaching English advocated in the past two main teaching types deserve special consideration. These are:

1. Grammar-Translation Method, and
2. Direct Method

1. GRAMMAR-TRANSLATION METHOD

The grammar-translation method was, and still remains, one of the popular methods of teaching English. In spite of a number of improvements in the way of teaching of foreign languages, the teachers do not seem to have given up the method of translation. Why so? A number of reasons may be given here.

1. The majority of old teachers of English were themselves taught by the transaction method.
2. Most of the teachers of the present generation have received instruction in English through translation.
3. The teachers do not read literature on new methods of teaching English.

4 Facilities for in-service training of teachers are not sufficient.
5 Many teachers and headmasters oppose a change for the better. They prefer to teach by old methods.

(A) Why Grammar-Translation Method?

Advocates of the grammar-translation method believe that:

(i) Translation can best interpret English words and phrases and sentences.
(ii) The child can best interpret English words and phrases when these are translated into his mother-tongue.
(iii) The structure of English is quite difficult. By comparing and contrasting the English structure with that of the mother-tongue, the child can best understand the form.
(iv) The translation method will also help the students in attempting simple exercises in composition.

(B) Procedure of the Method:

To know the language one must know its Grammar and be able to recite the rules.

1. The method begins with the English reader. The English reader is the source of all language material, especially reading material.
2. The teacher reads the paragraphs sentence by sentence and translates the words, phrases, and sentences into the child's mother-tongue.
3. The meanings of a few important English words in the mother-tongue are written on the black-board. The students copy these words in their exercise books.
4. The students are asked to learn the meanings of a few selected words. They are also asked to translate a few sentences into their mother-tongue.
5. The pupils are required to recite the rules of English grammar. They are also required to define the parts of speech and memorize conjugations.

By the above process, the pupils are expected to grasp.

(i) English words, phrases, and sentences,
(ii) English grammar, and
(iii) English structure patterns

(C) Advantages claimed by the Grammar-Translation Method:

1. Psychological Procedure: It is based on an important maxim of teaching, proceed from the known to the unknown. In other words, the child leans the new language through his mother-tongue, the language he knows.
2. Saves Much Time: This method saves the teacher's time as well as the pupils. The child easily learns foreign words and structures. It is a practical method for teaching high classes in minimum time.
3. An Easy Method: The teacher's **work is made easy and light.** His only work is to give word for word meaning of English into child's mother-tongue. It requires no planning and no hard labour. He is satisfied, after translating the English expressions into the mother-tongue, that his duty has been done.
4. No. A. V. Aids: It does not require the use of any teaching aids.
5. Easy to Teach Grammar: English grammar can be compared with the grammar of the mother-tongue which the child already knows. Thus it becomes easy to understand English grammar.
6. Easy Introduction and Application of Material: Whatever language material the pupils memorize, can be easily applied by them. The meanings of the difficult words, phrases and sentences are brought home to the students easily. There is no better device than this for its direct comprehension.
7. Test in Comprehension: The teacher can test the pupils grasp of English quickly and easily.
8. Abstract Terms Clarified: Abstract words and phrases can be explained in simple mother-tongue.

(D) Limitations of the Grammar-Translation Method:

1. This method ignores the natural way of learning a language i.e. listening, speaking, reading and writing. Translation, as a class activity, is erroneously equated with understanding, speaking, reading and writing. In fact, these are different skills and need to be learned as such.
2. It aims at passive mastery of the language. The students cannot read extra material in English with grasp.
3. English is learnt through the medium of the mother-tongue. The children lose free expression in English. They first think in the mother-tongue and then translate their ideas into English.
4. It encourages word for word translation. The students learn to keep the translation and kill the sense. The pupils may say:

   "He told that he was ill". Or "His both feet are on the floor".
5. There is no scope for original writing in English. The pupils become dependent on their mother-tongue. They carry this habit even to the higher classes.

6. It binds the language within the rules of grammar.
7. No room is there for speech.
8. It makes students passive learners.
9. It makes the whole of teaching work dull and dry. It gives no place to activity on the part of the teacher or the pupils. The pupils develo distaste for the language.
10. The pupils get to know about the language but they are unable to use it

SUGGESTIONS

The ability to talk about the grammar of a language does not mean ability to use the language. One may be able to tell the rules governing language but he is not able to use it; and one may fail to recite the rules but i succeed as language user. Translation is a valuable skill in itself. It canno taken as the substitute for practising the language. Translation may someti be used as an aid to the teaching of English as a foreign language.

2. THE DIRECT METHOD:

The direct method came to be used as a reaction against the gramr translation method. For teaching English, it was introduced in the early century. It was done for the sake of reform. This is a method "in which a word or expression is connected in the pupil's mind directly with what it st for and not through the medium of vernacular". Some experts believe that Direct Method is not a "method" at all. "The Direct Method can be use conjunction with other methods because it is, not properly a 'method' at all. the psychology of language that can be directly translated into classr procedure. It can and should be applied to almost all the teaching of for languages in the teaching of grammar, new words, new constructions, sentence-patterns"

(A) Main Features of the Direct Method:

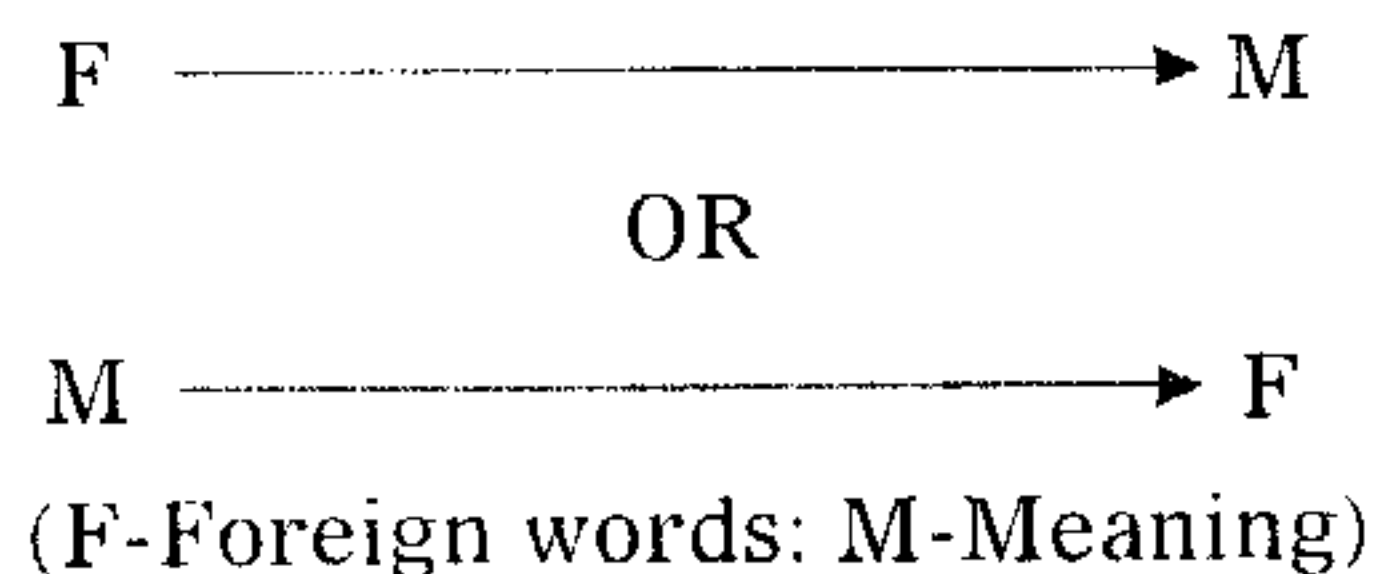
The main features of the Direct Method have been described by H. E. Pal These are:

1. Translation in any shape or form is banished from the classr including the use of the mother-tongue and of the bilingual dictionary.
2. Grammar, when it is taught, is taught inductively.
3. Oral teaching precedes any form of reading and writing.
4. The use of disconnected sentences is replaced by the use of conne texts.

Pronunciation is to be taught systematically on more or less phonetic basis. The meanings of new words and forms are taught by means of direct objects, actions or in natural contexts.
The vocabulary and structures of the language are inculcated to a large extent by questions asked by the teacher and answered by the pupils.

The Principles of the Direct Method:

It is a method of teaching English directly. It emphasizes language learning by direct contact with the foreign language in meaningful situations. The principle underlying this method is to establish a direct bond between English word, phrase or idiom, and its meaning. The principle on which this method works may be shown in a diagram as follows:

(F-Foreign words: M-Meaning)

From the above diagram it is clear that the mother-tongue does not come between the foreign word and the meaning it conveys.

) **How to Secure the Direct Bond?**

For the successful working of the Direct Method, the following means are used:

Oral Work: Speech is very important. ?The Direct Method lays stress on the oral aspect of English. The child should first listen and then speak. This will develop a language sense among the children. Oral teaching will also form the basis of reading and writing.

Minimum Use of the Mother-Tongue: Make as little use of the mother-tongue as possible. The sounds of the mother-tongue should not interfere with English sounds. This will ensure the direct bond between experience and expression, between word and meaning. Use mother-tongue only when it is most essential to use it.

The Sentence and not the Word Becomes the Unit of Speech: The Direct Method follows the principle that the unit of speech should be sentence and not the word. We talk and think in sentences or "sense-groups". We do not think in single words. So sentence is, and, the unit of speech. The teacher make use of different types of sentences such as affirmative, negative, interrogative, exclamatory, etc.

The Teaching of Descriptive Grammar: Grammar is not taught for the sake of grammar. The Direct Method aims at teaching the grammar of

language or the grammar that describes the language in action. The grammar taught is not the "grammar of rules".

5. **Progressive Teaching of new Vocabulary:** The Direct Method stresses the need of using only limited words and phrases. The words and phrases are taught at definite stages through spoken language. Thus teaching of vocabulary is progressive.

(D) **Advantages Claimed by the Direct Method:**

1. **Natural Wayu of Teaching:** English is taught in the medium of English and not in the medium of the mother-tongue. This is the natural way of learning a new language.
2. **Opportunities to Listen to Spoken English:** The child gets many opportunities to listen spoken English. This is very important for language learning. To listen and then to speak helps in establishing a direct association between ideas and its expression without the intervention of the mother-tongue. Learning to speak is considered as the quickest way of getting started.
3. **Advantage of Oral Work:** The Direct Method lays stress on Oral Work. The child gets to improve his speech habits, including pronunciation. In learning a language, pronunciation is the most important aspect. Since this method is basically concerned with the speaking of English, the students have a better chance of improving their pronunciation and intonation.
4. **Strengthens the Ability of Self-expression:** The Direct Method helps the child to think in English without the aid of the mother-tongue. It helps in establishing a direct association between an idea and its expression without the interference of mother-tongue. The learner begins thinking directly in English. This strengthens his ability of self-expression.
5. **Ample Use of A.V. Aids:** In using Direct Method, there is an ample scope for the use of audio-visual aids. These aids make the teaching work easy, interesting and more concrete. Diagrams, flash cards, word cards and illustrations not only arouse interest in the pupils but also keep them alert throughout the period of English.
6. **Psychological Procedure:** It is the method of a living language. Not a dead one. The psychological principles of teaching a living language are such as:
   (a) Practice should precede theory.
   (b) Concrete should come before abstract.
   (c) Particular before general, and
   (d) Examples before generalisation.
7. The method is the quickest way of getting started in English.
8. The Direct Method prepares an easy ground for written English.

(E) Limitations of the Direct Method:

1. The method is, no doubt, very useful for the early stage. It does not work well in higher classes. Certain aspects of language study are neglected. It is an incomplete method.
2. Speech is given importance at the cost of reading and writing.
3. Every teacher cannot be expected to teach with the Direct Method. It requires teachers who are skilled in handling language material
4. It is an expensive method. Aids have an important place in this method. But many schools cannot afford such aids as projector, linguaphone, etc.
5. The method is more suitable for small sized classes. In schools, we have over-crowded classes. The use of the method may give out undesirable results.
6. All vocabulary items cannot be taught through direct association. The teacher may feel some difficulty when he wants to explain the difference between say, 'beautiful' and 'pretty'.
7. The success of the Direct Method depends upon direct method readers. But such Readers are not available in our country.
8. It is likely to prove time-consuming method. Pakistani students have weak language sense or weak background. They will pose to have understood what is taught when actually they have not.
9. It lays stress on students, command on language without systematic reading lessons and written work.

(F) How to Use Direct Method:

The essence of the method stresses the oral aspect of the language. The teacher, therefore, should take up speech units one by one and present each unit to the class directly associating the unit/item with its meanings using the concrete objects, models, pictures, or actions etc. This process of presentation of the item buy the teacher should continue as long as the item becomes automatic to the student. Practice and repetition will convert the item into students speech habit, for instance, the word "chair" is to be taught, the pupils look at the "chair", rather touch it. Then the teacher uses the word in a "real" situation saying and acting. "I sit on the chair". The teacher should repeat, if possible, his action for many times. Then the students should act themselves. Thus the word 'chair' will become a part of their working vocabulary.

The word has been associated with a complete context ??????? one not merely with a thing referred to without interest or purpose. In addition, the verb 'sit' is not first met with as a purely verbal form with a meaning that has to be memorized; but it has been encountered in a context or real life. Moreover, their interest, attention and pleasure have increased the completeness of their participation in a complete physical event, and thereby have strengthened their

learning. The example shows how necessary it is to go beyond the ideas of "Bond between word and meanings".

In this approach, reading is assigned a secondary position, and may be taken up at the end of the period with a view to giving him practice in reading a passage aloud. During reading, the teacher should not interrupt the student. If he has committed a mistake of stress or intonation or pronunciation it should be tackled later on, after his reading of the passage.

(G) Conclusion:

From the stand point of the seventies, the Direct Method is itself very much a traditional approach. It owes its origin and expansion to a period when language learning was very much a minority pursuit. Its use is good in case of beginners. Start with oral work, drill, add graded structures and you prepare a sound language back ground for the learners. But at the same time, you should prepare yourself for new techniques.

3. INDIVIDUAL STUDY PLANS AND SYSTEM:

1. Montessori method
2. Dalton plan
3. Individual instruction plan of John Dewey

These methods or plans are all based upon the new ideology of education. The old concept that a good teacher can create interest in his lesson was considered to be partially correct and it was felt that unless pupils became actively interested in the process of education they would not gain much from teaching. The pupil-dominated education plan was considered to be the ideal plan. This idea first gave Rousseau, but towards the end of the Nineteenth century John Dewo prepared his individual Instruction Plan. In 19th century Miss Helen Parkhurst discarded the traditional class system of education and tried the new plan of individual instruction at Dalton in U.S.A. and from its place the method took its name of Dalton Plan. Pupils were given individual attention and were allowed greater independence and freedom to carry on their educational activities.

The need for this new method was felt because it was realized that in the class system education restraints and checks were imposed upon children and they were made to work under external compulsions and fear of punishment temptation of suitable reward precluded the inner urge to learn either to develop or function properly. It was advocated that in the preparation of any educational system the needs of the pupils should get top priority and every other thing should be subordinated to their need.

All types of pupils comprised a class in an average school, sections are never formed on the basis of merit or weakness in studies. Bright ediocre as well as retarded children are put in the same section with the result that none of them profits fully from instruction Bright students are hampered by the presence of average and bad in.................... while the backward do not get proper instruction because of the last progress of bright pupils. The bright pupils finish their work earlier while the retarded child is yet preparing to begin it. He sees this process repeated day-to-day and soon feels frustrated and gradually losses all interest in his work. In a teacher-dominated or text-book lesson class, most of the children become passive listeners and never become actively involved in the process of learning. These remarks are much more applicable to the part of pupils. Language skills are learnt with greater facility when the pupils feel interest in the work.

What is Dalton Plan?

In the Dalton Plan no change is made in the curricula. Only the school is organized into subject rooms and rigid school time-table as we have it now, is replaced by a more flexible one and if a student becomes interested in the work going on in one class room he is allowed to carry on and is not required to give it up with the ringing of the bell. The children change rooms when they like and not to the ringing of bells as well have in our schools at present. Working independently children develop a sense of confidence. The teachers concerned prepare assignments for their subjects. There are separate assignments for bright, average and backward pupils. He may prepare the same assignment for the whole class and bright pupils will do 75%, average 50% and retarded pupils only 25% of this assignment. The teacher will guide and provide necessary materials, e.g. relevant books, charts and other audio-visual aids. There is a weekly check of work done by the class in the previous week.

This method is praised by many eminent educationists and they say that it is progressive method and pupils have every chance to display their talent freely. They learn by doing and, thus quite early in their lives they learn the value of self-help and mutual cooperation. In the Dalton Plan class, the question of maintenance of discipline does not arise because every pupil is busy in the work for which he has liking and the teacher has an ample time to devote to the guidance of his pupils. Another advantage of this method is that periodic examinations are abolished and progress of any class is determined by Progressive Weekly Charts.

Apparently the Method appears to be a very good and ideal method of teaching but in actual practice Dalton Plan is not much of a success in our country. This failure is partially due to the existing conditions in our schools

and partially due to the defect inherent in the system itself. The plan benefits the bright and enterprising pupils while the weaker and less enterprising pupils are left out. Majority of children take the assignments lightly and pass their time in doing nothing. The teachers are not very hard-working and they shirk preparation of assignments and since properly graded assignment books are not easily available, the teacher just cares for passing the school time. As far as the teaching of language is concerned this method is never very helpful. Language ....and language skills are acquired through practice and collective and individual drill for which there is not provision in this plan. At the early stage of teaching language Dalton Plan is of no use, but at the Middle and High stages this method can be used for learning grammar and for composition work, e.g. letter writing, essay writing and story writing. The plan should not be put into practice in the entire field of teaching but a partial use will be helpful for creating interest and making pupils fully interested in the work. In language teaching Dalton Plan will help in written work and silent reading.

4. PLAY-WAY METHOD:

What is the criterion which distinguishes work from play. Any activity which we indulge in on account of external pressure is work. This pressure may be negative, i.e. fear of censure or punishment or it may be positive, i.e. lure of promotion or reward. Play is something in which we indulge because we like it and we play for the pleasure that we get out of it, and not for fear of punishment or desire for reward. Children are always fond of play and if the distinction between work and play is kept in abeyance in the course of teaching they will take more interest in their work and bring forth better results. If teaching is done in the manner that children take it to be 'play' they take more interest in their work and do not feel bored or tired. This spirit of spontaneous educational activity directs their interests into healthy channels. English being a foreign language is for our pupils the hardest subject of the school curriculum and since most of them are weak in it they do not take much interest in it and majority just try to avoid it. It is, for this reason, necessary that the teacher should try all means to evoke the interest of his class. These young children have to face so many difficulties of pronunciation, intonation, spellings and an alien background. The strange construction of sentences and new idiomatic expressions should be taught in such a way that they pupils take interest in their work and do not develop a dislike for the language. The repetition, drill and practice which is necessary for learning skills in the use of the new language should not become a drudgery.

To give language learning the appearance of play many devices can be used:

Dramatic and Group Activities:

Dramas small ones, in which parts to be played by various actors (sick) it is inexpensive and gives the language known the appearance of learning by doing. This creates a sense of cooperation through group activity and the whole class becomes motivated in the learning of the new language. The class may be divided into various groups and different names may be given to these groups. A healthy competition may be encouraged between the various groups. Dialogues, speeches, recitation, simple grammatical constructions and word formation may be practised through such group games and activities. Simple questions and answers, small drams and fables should be tried. In the formation of groups great care should be taken that groups are equally matched and each group comprises an equal number of bright, average and weak pupils. At the early stage short plays be taken up and as the students progress in their studies longer and more complicated play may be enacted. At the higher stage pupils may be encouraged to write their own play and such plays may be based on the stories which they read in their primers. Thus pupils will be encouraged to make an active use of English.

(ii) **Debates and Declamation Contests:**

Oral work plays a very important part in the learning of languages Debates and declamations give pupils a chance to speak English Competition encourages each group to put in their efforts. In the course of speeches delivered by them and columns read by them they would learn correct intonation and pronunciation. As they speak the language they get a feeling that they have made progress in the language and are encouraged to make more efforts.

(iii) **Projects:**

Different types of projects should be organized, such as post office, shopping,
School garden, garden party etc. Pupils should be encouraged to arrange all these and make use of English freely. If these projects are directly or indirectly associated with the lessons being taught to the class the student will become more and more interested for learning the language. Simple and easy projects can be prepared by the class teacher and implemented with cooperation of the pupils.

5. THE SUBSTITION METHOD OR PATTERN PRACTICE METHOD:

Learning a language is a matter of formation new habits. In order to express ourselves. We have already cultivated a set of habits in our mother tongue. To learn a new language means to cultivate new set of habits which will do the same work as the first set. We learnt our mother tongue without efforts. But second language habits can be formed with conscious efforts. But the problem before us is to find methods which will bring about the result we want in the shortest time. The result that we want is to express ourselves in the new language without any hesitation. But the problem with our students is that they make mental translation i.e, they first think in Urdu and then translate the idea into English. This habit hinders them from speaking fluently. In fact the aim of the teacher is to decrease this gap between thought and expression and to do this he has to evolve methods which will embody. As for as possible, the points of the natural method by which the mother tongue was learned.

It is obvious that the employment of Direct Method, though cannot be used one very occasion. It will leave us alone at difficult spots. The substitution method can be used where the direct method fails us, and it provides us with a means for enabling our pupils to acquire a large number of English language habits. It is not an independent method out is used as supplementary to the Direct Method. It aims at taking a structure or a phrase and using it in a Model Sentence. This sentence is drilled a good number of times till it is mastered thoroughly. The basis of the method is the Model sentence embodying that construction. We gain a thorough command of it with regard to its pronunciation, stress and intonation.

Makin's Readers. Used in classes VI to X. had substitution exercises at the end of the lesson. Let us take an example.

"I HAVE TO GO HOME"

In this sentence there are number of terms. One of these terms "have to" will remain constant since it is the basis of our sentence. The order terms can be changed and for them we can substitute similar parts of speech. Thus, for "I" all the other personal pronouns can be substituted: for "go" various other suitable verbs such as "come" "run" "walk". May be substituted: for "home" we can put other words or place like "away". "then" etc.

Thus by substituting for the terms of the model sentence we get a number of sentences framed on a similar way and all illustrating the same construction. The model sentence serves the purpose of a mould and into this mould we fit other words or phrases. The mother-tongue has to be used in order to bring into the child's mind the thought which we wish to have expressed in English. But

word-for-word translation should be avoided and only the idiomatic equivalent should be given.

PROCEDURE:

The substitution is not done in one step, but is taken gradually. The model sentence should be practiced well. The success of the method depends on the thoroughness with which the model sentence is taught. The students should be able to repeat the model sentence at the normal speaking speed. It should become automatic to them. The following are the steps for using this method:

(i) The teacher frames a model sentence. He repeats it to the class for several times. Then he makes the class repeat it at normal speed. It is suggested that the class should repeated in chorus then can ask the individuals to repeat. But he should be careful without the pronunciation, intention and enunciation of the students.

(ii) The teacher gives in the mother-tongue the equivalent of the model sentence. The students should give him English when he gives them Urdu and when he gives them English, they should give him Urdu. But the response of the students should be quick and without any hesitation.

(iii) When the teacher is satisfied that the model sentence is automatic to the students, he should write it on the back-board and then should proceed to substitute the terms. With substituting the terms, it is better to give Urdu to the students and get response in English.

(iv) Finally, the sentence should be used in conversation, if possible. Then the table may be copied down by the students with English on one side of their note books and the equivalent translation in Urdu on the other.

Some Examples of Substitution Tables:

(i)

Teacher Doctor Clerk	Is	Pakistani An Englishman

(ii)

Saima		My	Teacher
	Is		Friend
Ghazala		Your	Sister.

(iii)

I		Go	Quickly.
He		Run	Quickly.
We		Work	Slowly.
You	Had better	Do it	Carefully.
They		Look	At once.
She		Speak	Properly.

(iv)

One of my	Went to	England	Last year
		Japan	Last week
Students	Came from	Saudi Arabia	Two days ago.
		Egypt	Three months ago.

Here in this table "One of my students" is a construction for which we want to give practice. It will remain constant and the other terms will be substituted.

The Use of Substitution Tables:

Substitution tables can be used as the simplest, quickest and most efficient method of work on the following five aspects of teaching English at any level of instructions:

(a) Teaching a new construction;

(b) Teaching a new use of construction already known.

(c) Teaching a correct usage where an incorrect form tens to become a common error.

(d) Teaching the correct use of tenses; and

(e) Removal of 'common errors' as they occur in the course of routine class-work.

However, the purpose of substitution Tables is first to drill the "fixed" pattern and second, to practice the variable.

The following points may also be observed by the teacher while using substitution Tables in the class:

(i) The right kind of substitution table to be used should be ready with the teacher to avoid any waste of time when there is need to use in the class.

(ii) Before the pupils are called upon to use a table, the teacher should give desirable instructions as to what the pupils are expected to do and how many different sentences can be framed.

(iii) Reading out sentences from the table should be spread over the whole class.

(iv) The teacher should first demonstrate how a substitution table, capable of giving a large number of sentences, can be read.

(v) Oral practice should be followed by written work.

NEW TRENDS:

The new trends in language are based on a scientific view to the teaching and learning of a language. Under this section, we shall discuss the following approaches:

(i) The Structural Approach;
(ii) The Audio-Lingual Approach;
(iii) Bilingual Method:
(iv) Informal and formal Approach to communication Language Teaching.

6.6 THE STRUCTURAL APPROACH:

What is the Structural Approach?

The Structural Approach is based on the assumption that language can best be learn through a scientific selection and grading of structures or patterns of sentences and vocabulary. The stress is on the learning of essential structure of English. The Structural Approach .....on the belief that in the learning of a foreign language mastery of structures is more important than the acquisition of vocabulary. This approach employs techniques of the Direct Method of teaching

but the use of translation is not wholly discarded. Teaching is done in situations. Speech is mainly stressed but reading and writing are not neglected.

Characteristics of Structural Approach:

The concept of English structure system depends upon....... characteristics.

1. **Word Order:** Word order or the "patterns of form" is of primary importance in learning English language. It is the order to the words in a pattern that makes the meaning class.

   Example: "Horse-race" is different from "Race-horse". "Horse-race" means that kind of race which is run by horses, and not by boats or by men. But "Race-horse" means that kind of horse which is used for racing, and not for ordinary riding, or for drawing a carriage.

   Similarly:

"Oil-lamp"	and	"Lamp-oil"
"Ear-ring"	and	"Ring-finger"

   are different structures.

2. **Presence of function Words:** The structural devices make use of another important principle. This is the essential use of 'function words' or "structural words". Observe the following structures:

   (i) I kill the snake.
   (ii) Shall I kill the snake?
   (iii) I shall be killing the snake.
   (iv) I shall have killed the snake.
   (v) I have killed the snake.
   (vi) I have to kill the snake.
   (vii) I might have killed the snake.
   (viii) I can kill the snake.

   In the second sentence the word "shall" tells that the action is going to happen and the third and the fourth sentences convey the meaning of futurity in a different way. The fifty sentence makes use of 'have' which tells us that the action is now over. Similarly, the meaning is modified by the use of structural words 'have to', 'might' and 'can' in the sixth, seventh and eighth sentence.

The structural words which help the construction of utterness with content words are:

(i) The pronouns such as I, me, he, her, their, any etc.
(ii) The prepositions such as in, on, of, under, at, from etc.
(iii) The helping verbs such as: do, have, be, will, can, may, etc.
(iv) The adjectives and adverbs such as: This, that, all, each, every, ago, again, also, even, ever, etc.

3. Use of a Small Number of Inflections: Another important ...... that English language makes use of a small number of inflection as compared to other languages. Inflectional changes are prominent in the following examples:

(1) **In verbs:**
I play, he plays, I am playing, I played.
(2) **In adjectives and adverbs:**
(a) great greater greatest
good better best
(b) great greatly.

Basic Principles of the Method:

As already implied several times, the structural approach has got many versions, mostly on account of variation in methodical element. Some of their common aspects are discussed in the following pages:

1. **Structural patterns:**
The basic concept is that language is a consequence of the patterning of its components at all levels. The alphabet combine in a particular order to form words. Words in turn formulate sentences by being sequenced properly and so forth. Teaching, as a rule, is confined mainly to sentence structure for reasons that must be obvious to you by now. The sentence is the most serviceable part of language structure and also the most teachable. On one hand it is related to words, on the other hand to larger continuous structures. Now let us illustrate why structure is vital to sentences.

"The early bird gets the worm"
may be easily comprehensible, but
"early gets the bird the worm",

is apparently sheer nonsense. The reasons, despite containing the same words, the latter is not a grammatical structure having proper word sequence. Leaving aside this case of radical difference, we can take up another of deceptively slight difference.

"The bird gets the early worm".

Only 'early' has been misplaced. The sentence remains grammatical. But the change in meaning is considerable.

"The actress died in an accident that everyone admired" is an almost similar example, though here it is a whole phrase that is out of place. The placement of words and phrases it follow is a very crucial aspect of language.

2. **Gradation:**
A basic structure course is graded. It is meant to be a step-by-step exposure to the foreign language, normally starting with easy forms and gradually leading up to the complex ones. Vocabulary is considered inconsequential in this scheme of things. A small, functional vocabulary is believed sufficient to start with. Once the features have been brought under control, the learner would increase his vocabulary by himself and would already know how to fill it in. Alternatively, vocabulary may also be graded in a structure-based course.

3. **Drills:**
Following an effective presentation in the class-room of the material to be taught, drill is the fundamental practical ingredient of this approach. In the system, we are studying constant practice by repetition is supposed to be the primary teaching method. Practice is carried out by using different types of exercise - oral, transformational, conversion, substitution, etc. Even if writing proficiency is to be the goal in a particular course, the significance of the organic link between speech and writing should better not be forgotten. The truism that speaking and reading should precede writing holds good in most of the situation. Two suggestions can be made in this regard:

First: it is highly desirable if writing practice material is, potentially, also usable in speech. **Second** preference should be given to those exercises that can be done orally as well as on paper. Furthermore, the exercises are to be of a meaningful nature.

4. Forming Language Habits:

The structural approach gives due importance to the forming of language habits. The learners should acquire the habit of arranging words in English standard sentence patterns through the language drills.

5. Importance of Speech:

This approach regards speech as more important than reading and writing speech is the necessary means of fixing firmly all ground work.

6. Pupil's Activity:

The structural approach puts more emphasis on pupil' activity than on teacher's. It is the child who is the learner. So he must be actively involved in the teaching-learning process.

From the above principles and methods, we observe that speech and oral work are the core of the structural way. Oral work .... basis and all the rest are built up from it. Through speech the pupil learns to make direct connection between the English words or phrases and the object, sentence-patterns, and he can learn this in no other way." The whole approach is based on the principle "that language is learnt through use, and that the use of it is almost always accompanied by activity of some kind. Pleasurable activity is the secret of success in language assimilation. In our secondary schools classes-room we need more group work projects, hand-work, language-games, story-telling by the children, dialogues and plays".

6. THE AUDIO-LINGUAL APPROACH

The audio-lingual approach is to some extent, in contrast with the Direct Method. But at the same time both the approaches have some superficial similarities. The teacher should note the similarities and the dissimilarities between them. In both of the approaches stress on translation is avoided. The emphasis is laid on speech rather than the written language. The basic abilities are gained with the "normal" or "logical" order in which the language skills are to be learned.

The most fundamental principle of audio-lingual approach is that the language is essentially a matter of habit of verbal behaviour, to be drilled, until in certain situations, certain responses are surely produced as conditional reflexes. Unlike the traditional direct methodist, however, the audio-lingual teacher finds not place for the explanation of grammar rules. His methods are DRILLING and REPETITION. The language laboratory, the audio-visual aids and the tape recorders are usually his tools, though this approach may be used under the present class-room conditions without these aids.

The audio-lingual approach has had its excesses, the most notable of these being the failure to take account of the relationship between linguistic form and meaning. According to the "structuralist" view of language from which the approach derives much of its theoretical backing the main object of linguist study is the observable form of language, primarily, is the rather less importa. Thus the teaching of language, primarily, is the teaching of linguistic forms. When these are thoroughly possessed the teacher turns his attention to the meaningful use. Hence, 'the principle is first "drilling" the "structures" and then arranging them for their meaningful use. Though the approach successful in creating "high oral proficiency in the students", it conceals the important distinctions between using the language, skilfully, appropriately and sensitively according to context, and simply being able to articulate proficiently according to formal standards of correctness.

7. THE BILINGUAL METHOD

1. Situation in which the concepts of mother-tongue are formed can used by the teacher in presenting language material of English. it is sheer waste of time to recreate the original situations.

2. Once the mother-tongue equivalent have been given and the children have got the idea being conveyed through English word or structures, enough pattern practice is given in English material

3. Unlike the Translation Method, it is the teacher who uses the mother-tongue. Pupils only practice patterns of English.

4. The first language is used to explain differences of phonetics grammar and vocabulary.

Comparison with the Translation Method:

The Bilingual Method is not the same as the Translation Method. The new method is more practicable and has a number of improvements over the old Translation Method. In the Bilingual Method the use of the mother-tongue i restricted on to the teacher. He uses it as an aid or a tool for explaining difficul language items. Pupils are given sufficient practice in the use of the targe language.

Merits Claimed by the Bilingual Method:

1. The teacher's work is facilitated and the mother-tongue enters on as a time-saving device. Meanings and concepts are conveyed in t

mother-tongue of the pupils and practice is given in those of the target language.

2. Since enough time is saved, the teacher can give ample practice in the features of the language in hand. Children get opportunities to speak.

3. A contrast with the features of the child's mother-tongue enables the children to guard themselves against the pit-falls. Thus the method can promote accuracy in the target language.

4. Even an average teacher can work out this method successfully, with a little of preparation.

5. Thus it proves the logic that mother-tongue can be of indirect help in the learning of a foreign language.

Possible Weak Points of the Method:

1. A contract between the features of the two languages is likely to confuse the pupils.

2. It may lead to the bad habit of learning everything in the target language through the medium of mother-tongue.

3. This method may degenerate into the pure Translation Method in the hands of an unimaginative teacher.

4. Any teachers of English are not familiar with the features of both the child's mother-tongue and the target language. They are likely to create a muddle.

INFORMAL AND FORMAL APPROACHES TO COMMUNICATIVE LANGUAGE TEACHING:

Before we discuss the "Informal" and "Formal Approaches" of teaching a language, it seems necessary to define "Communicative". Jeremy Harmer says: "In the teaching and learning and methodology (class-room practice) of a foreign language, it is only activities within the syllabus and methodology that can be classed as communicative". In other words, it can be said that when a speaker wants to speak to a listener, in fact he is interest in conveying a purposeful message to the listener. In order to do this, on the one hand, the speaker selects from his languages-store the language that he thinks will best help to achieve the purposes; on the

other hand, if the listener wants to listen to what the speaker says, he is particularly interested in speaker's purpose. Therefore, the active participation of the both means successful 'communication'. Inactiveness from either side is not 'communication'. We can present this generalization in the following way.

Speaker	1.	Wants to say or write something.
Or	2.	Has a communicative purpose
Writer	3.	Selects from language store.
Listener	1.	Wants to listen to read something.
Or	2.	Interested in communicative purpose.
Reader	3.	Processes are assortment of language.

As the dotted lines indicate, the speaker can become the listener and vice-versa.

Since 1972, there have been two major trends in second language teaching. The first is that successful language learning does not depend only on good material strategies employed by the learner. The second trend has concern with the nature of the linguistic descriptions which serve as the basis for language teaching approaches. Wilkins says: "in these descriptions the focus has shifted from what language "is" to what language "does". These two trends together contribute to what is now popularly called 'communicative' language teaching. Therefore, the communicative language teaching involves:

(a) a communicative purpose;
(b) a desire to communicate;
(c) mostly content not form;
(d) variety of language.

And its characteristics are:

(i) It, in itself, is not an approach but;
(ii) Is used to cover a variety of approaches.

Now when our concept about 'communicative' is clear, let us seen in what way "Informal" and "Formal Approaches' are communicative and what the difference is between the two.

The goal of Informal Approaches is the "acquisition" of language; and the target of Formal communicative Approaches is "learning" and the development of appropriate skills based on the learnt knowledge. Stephen Krashen (1977)

describes 'a monitor model of second language performance' in which 'acquisition' is distinguished from 'learning'. 'Acquisition' arises as the result of processes of 'creative construction', by which the learner internalizes the rules of the second language subconsciously, it takes place 'normally'. In contrast, 'learning' is a conscious process that results from formal study of the rules of the second language Krashen argues that adults as well as children are capable of both acquiring and learning a second language, and that both processes can occur inside and outside the class-room. The knowledge that is derived from acquisition is used somewhat differently from that derived from learning, in spontaneous conversation it is the learner's acquired knowledge that governs language use but in written examination all productions are likely to be referred to learnt knowledge. Thus, the task is of three fold:

(i) The student needs to acquire the second language;

(ii) He needs to learn the second language;

(iii) He needs to develop strategies for making appropriate use of his learnt knowledge i.e., he needs, to monitor efficiently.

It is obvious that different approaches will be required for developing the two different kinds of knowledge. Thus, for instance, if we ask ---- should we teach syntax? "the answer is both 'yes' and 'no'. 'Yes' if the target is learnt knowledge, and 'no' if the target is acquired knowledge.

(A) Acquisition:

What is needed for 'acquisition' is a linguistic environment which the learners themselves help to create Learners have to be given the opportunity to make their own subconscious selections of items to be acquired. They are left free to find their own route. If the teacher works as the 'knower' and the pupils as the 'information seeker' which is the traditional class-room role, then it is unlikely that the learner will have sufficient independence for acquisition to take place. For second language acquisition the teacher has only two alternatives to function as 'on-looker' if to act as a 'partner' in much the same way as do the points in first language acquisition. In the later role the teacher performs other than 'teacher', that is, he must participate in activity, with the pupil as an equal partner. "Feedback" is necessary but 'error-correction procedure' will be of limited value for acquisition. Brumfit has argued "that 'fluency' which comes from acquired rather than learnt knowledge can best be fostered by a methodology in which pupils first 'communicate as far as possible with all available resources' followed by presentation and drilling. But where the ...... not available the students can be 'taught'.

Exercises for Acquisition:

Here are two examples for your guidance:

1. Students usually work in pairs asking and giving their names based on the model:

   (A) What is your name?
   (B) Azhar Hussain Mujahid.

The success of this exercise will be in the process and nor in the product, as in many cases the pupils know each others name. The focus is only on the message they have to copy the model provided:

2. One pupil has a card with a drawing on it which he attempts to describe to the other pupil, whose task is to draw it. In this activity, it is the outcome, rather than process, which is important. If the drawer fails to understand, the teacher can involve himself in the activity. This is only to motivate and guide him.

(B) Learning:

During the previous discussion you must have noticed that language descriptions have no obvious part to play for the language acquisition. Acquisition is dependent on the process of communication, whereas linguistic descriptions provide an account of the product of communication. Therefore, it is said that language acquisition can be legitimately based on the product of language descriptions.

Along with language acquisition, learnt knowledge is also of great importance in many kinds of language activities. Literacy skills (reading and writing) for instance, which are dependent on acquired knowledge, cannot be 'picked-up'. They require formal teaching. The ability to encode meanings cannot be developed without training and a conscious awareness of the person at whom the communication is directed. For example, when we write a letter construct a logical argument, fill in an application form, we constantly need to examine and correct the output provided by our acquired knowledge, rejecting and remodeling by means of our learnt knowledge. We need to know what is correct and incorrect, appropriate and inappropriate. These types of communication rely on learnt knowledge.

However, in the very beginning when the le.......... fluency in the target language learning cannot substitute for acquisition in the development of communicative skills, for at that stage English rules are 'unlearnable'. A learnt knowledge can create only on the 'output' of acquired knowledge. It is clear that learning must follow acquisition.

9. ELECTRIC APPROACH:

Having made a brief survey of the characteristics of different methods of teaching English, one may ask: Which of these methods should be followed. In this regard, it may be pointed out that none of the recognized methods of teaching is fool-proof. Moreover it is not advisable for the teacher of English to bind himself to a particular method of teaching. There is a need to have electric and pragmatic approach in the choice of methods and techniques of Teaching Each method carries some of the outstanding features and the same must be incorporated in the teacher's method.

Teacher's method pre-supposes the choice of material and techniques This choice depends upon a number of factors. Among these we may count:

(i) Aims and objectives of teaching English in the country;
(ii) The time allotted to the teaching of the subject;
(iii) Age and ability of the learners;
(iv) Teacher's own competence i.e., his training and scholarship;
(v) Availability of material and illustrative aids;
(vi) Size of the Class;
(vii) Location of the school.

Certain new methods may not work well in the hands of a teacher whose grounding has done in old fashioned techniques. Again the teacher should know that certain methods which prove successful in countries like England and America may not be successful in Pakistan. The conditions available in different social situations and background also contribute to the teacher's choice of material and techniques of teaching English. Thus, we can conclude that the methods revolve round the teacher is the best judge of his methods. The best method is the one that works well in the hands of the teacher.

SUMMARY

History of Language Teaching:

There was a time when teachers came into their classes and delivered their lectures without using the teaching techniques. They got the experience through the errors and trials, they made, later on, the needs of the learners changed. Therefore, one by one different methods were introduced in the field of language teaching. Shifting of focus in different skills played an important role in the evaluation of different methods.

From 16th to 18th century, children of grammar schools in England were taught Latin grammar, rules, translation and practice in writing simple

sentences. They were often brutally punished by their teachers because of the weakness in learning. There were occupational attempts made to promo alternative approaches to education. Roger Ascham and Montaigne in the 1 century and Communes and John Locke in the 17th century had made some...... could not get the attention and importance because of the influence of La language, which was regarded as a classic language of the world.

In the field of language teaching, Grammar Translation Method w evolved as. a first language teaching method. This method had another na "Traditional Method" because it was the perfect reflection of way in whi Latin and Greek had been taught for centuries. Its modified forms are still practice in many parts of the world like Pakistan. This method lost its intens because it could not fulfil the requirements of the learners:

1. Native languages are the medium of instruction;
2. Teacher is authority;
3. Stresses on foreign literature;
4. Rules are taught deductively, and accuracy is stressed;
5. Memorizing is of great importance;
6. Reading and writing are the major focuses;
7. New language is presented in written forms;
8. Simple rules are taught and vocabulary is taught through text;
9. Aloud translation of sentences is preferred.

G.T.M. Dominated European and F.L.T. from 1840 to 1940 and modified forms are still widely used in many countries. It is a method which no theory. In the mid-nineteenth century, opposition to G.T.M. developed an a result new methods and approaches were introduced.

Direct Method:

In the reaction of G.T.M. Director Method was introduced. Supporters Direct Method introduced it in France and Germany. It became widely kn in the USA by Sauveur and Charles. They used it in Commercial Schools. method was quite successful in language schools but it had some drawbacks it needed the teachers who were native speakers or who had native like flue in foreign languages. The main features of this method are given below:

1. Native language cannot be used;
2. The students may avail the chance of discussion;
3. Literature is of secondary importance.
4. Rules are taught inductively;
5. Fluency has importance;
6. Thinking in foreign langua-- -- of great importance;

7. Different materials are provided for the learners;
8. Rules are acquired naturally.

Audio-Lingual Method:

The entry of USA into World War-II had a significant effect on language teaching in America. There was a need of multi-lingual personnel who may introduce and teach English in the captured areas. It was necessary to set up a special training programme. Thus the Army Specialized Training Program (ASTP) was established in 1942 and fifty-five universities were involved in the beginning. Students in such courses studied ten hours a day, six days a week. This was the system adopted by the army and excellent results were often achieved. ASTP lasted only about two years but it influenced and attracted the language teaching methodology.

In 1939, Charles Fries, director of English language institute in the university of Michigan in USA and his colleagues rejected the approaches of Direct Method. For Fries, grammar or structure was the starting point. He pointed out that the learners require drill, drill and more drill. A number of similar programmes were established in other universities of the United States. The approach developed by the linguists at Michigan and other universities became known as Oral Approach. It advocated oral training first, followed by speaking reading and writing. Later on, the combination of above mentioned approaches and behaviouristic Psychology led to the Audio Lingual Method. It was developed in the United States. This method was widely adopted for teaching foreign languages at colleges and universities. This method began to fall from favour in the late 60s. It is a linguistic or structure based approach to language teaching and is still in practice in different parts of the world.

Features of Audio Lingual Method:

1. Language is a system of structure;
2. Language is speech not writing;
3. A language is a set of habits;
4. Teach the language not about the language;
5. The use of drills and pattern practice is of great importance;
6. Language skills are taught in order of listening, speaking, reading and writing;
7. The starting point is a linguistic syllabus which contains phonology, morphology and ....
8. Dialogues are used for repetition and memorization;
9. Correct pronunciation, stress, intonation and rhythm are stressed;
10. Students should be motivated and encouraged;
11. Language and culture go side by side;

12. Teacher should be active and should prevent the learners in making mistakes and errors;
13. Teaching vocabulary is of secondary importance.

Communicative Language Teaching:

C.L.T. was developed in late 1960s until then, situational language teaching was the major British approach to teaching English as a foreign language. In situational language teaching, languages was taught by practicing basic structures in meaningful situations-based activities. In syntactic strucutre (1957) Noam Chomsky an American linguist claims that the current theories do not pay any attention on the creative aspects of language as well as on the uniqueness of the sentences. After the rejection of Audio-lingual method in America in the mid-sixties, British linguists drew their attention on communicative proficiency rather than on mastery of structures in Foreign language teaching. Scholars like Christopher Cadlin, Henrey Widdowson, John Firth, Holliday, Wilkins, Hymes, Gymperz and Lobov provided a base for C.L.T. in different ways. By the mid 1970s the scope of C.L.T. expanded in America as well as in Britain. It was interesting to note that both the parties were involved in the development of C.L.T. According to Finocchiaro and Brufmfit (1983), the following are the main distinctive features of C.L.T.:

1. Meanings are important;
2. Dialogues may be used only for communicative functions;
3. Contextualization is a basic promise;
4. Language learning is learning to communicate;
5. Effective communication is sought;
6. Occasionally, drilling may occur;
7. Comprehensible pronunciation is sought;
8. Any device which helps the students may be used;
9. Students should be encouraged to communicate in beginnings;
10. Native language may be used where it is necessary.
11. Translation may be used where students need;
12. Reading and writing can be started from the first day;
13. Communicative competence is the desire goal;
14. Linguistic variation is a central concept in material and methodologies;
15. Teacher may use any device to motivate the learners;
16. Language is created by the individual often by trial and error;
17. Fluency and acceptable language is the primary goal;
18. Intrinsic motivation will spring an interest in what is being communicated by the language.

MICRO-TEACHING

SIGNIFICANCE, MEANING AND DEFINITION OF MICRO-TEACHING:

Micro-teaching is a significant effort to make teacher education/training programme more effective and meaningful than the traditional programme by making it more scientific. Recent researches in advanced countries in the area of class-room teaching have proved that class-room teaching may be objectively analysed and modified according to the requirements, to develop teaching skills and competencies in the student-teachers and even in in-service teachers. Micro-teaching is one of the important innovations in this direction. It is a controlled practice that makes it possible to concentrate on various aspects of teaching behaviour in the student-teacher training programme. Micro-teaching is a training programme that aims at simplifying the complexities of the teaching process.

Folloiwng definitions of micro-teaching throw a lot of light on the meaning and significance of micro-teaching:

Allen, D.W. (1966). Micro-teaching is a scaled down teaching encounter in class size and class time.

Allen, D.W. and Eve, A.W. (1968). Micro-teaching is defined as a system of controlled practice that makes it possible to concentrate on specified teaching behaviour and to practise teaching under controlled conditions.

Bush, R.N. (1968). Micro-teaching is a teacher education technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in a planned series of five to ten minutes encounter with a small group of real students, often with an opportunity to observe the result on video-tape.

Clift, J.C. and Others (1976). Micro-teaching is a teacher training programme which reduces the teaching situation to a simpler and more controlled encounter achieved by limiting the practice teaching to a specific skill and reducing time and class size.

Encyclopedia of Education (Ed. Deighton, L.C. 1971). Micro-teaching is a real, constructed, scaled down teaching encounter which is used for teacher training curriculum development and research.

Flanders, Ned. A. (1960). Micro-teaching programme is organized to expose the trainees to an organised curriculum of miniature teaching encounters, moving from the less complex to the more complex.

Jangira, N.K. and Singh, Ajit (1982). Micro-teaching is a scaled dov teaching encounter or miniatured classroom teaching.

ML Alease, W.R. and Unwin D. (1970). The term micro-teaching is mot often applied to the use of closed circuit television to give immediate feed-back of a trainee teacher's performance in a simplified environment.

Passi, B.K. and Lalita, M.S. (1970). Micro-teaching is a training technique which requires student teachers to teach a single concept using specified teaching skill to a small number of pupils in a short duration of time.

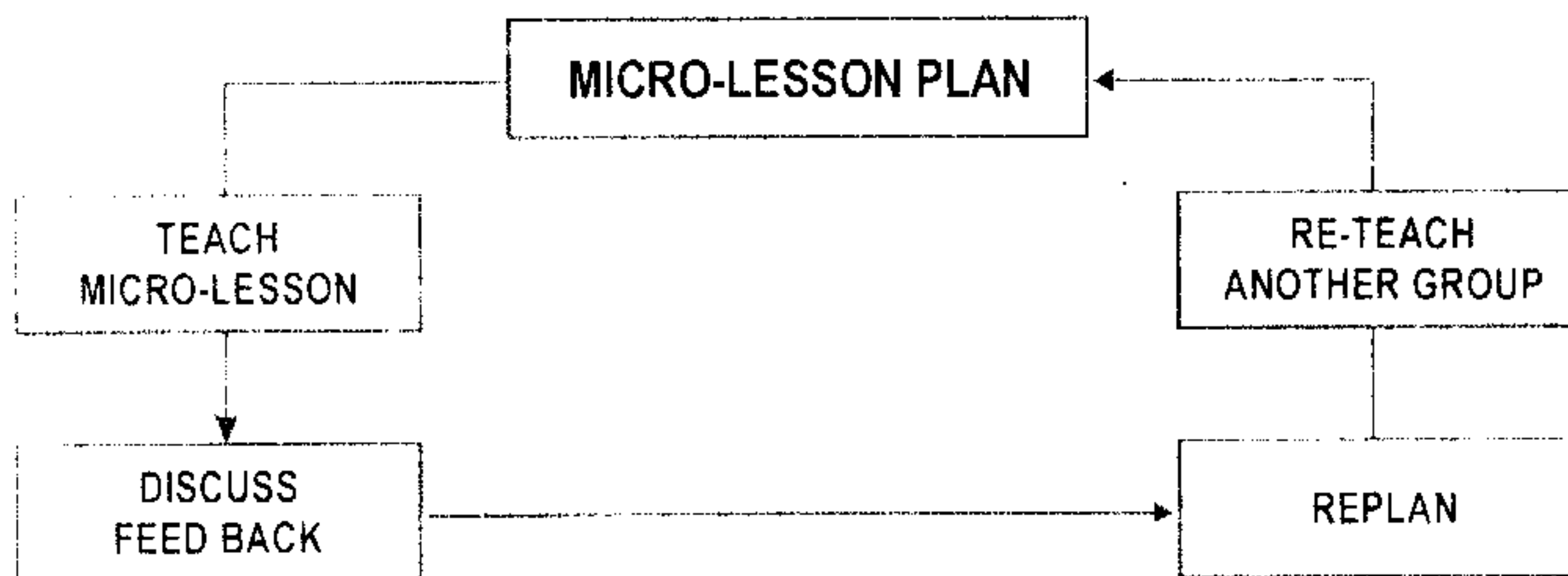
Singh, L.C. (1971). Micro-teaching is a scaled down teaching encounter in which a teacher teaches a small unit to a group of five pupils for a short period of 5 to 20 minutes. Such a situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills and to refine old ones.

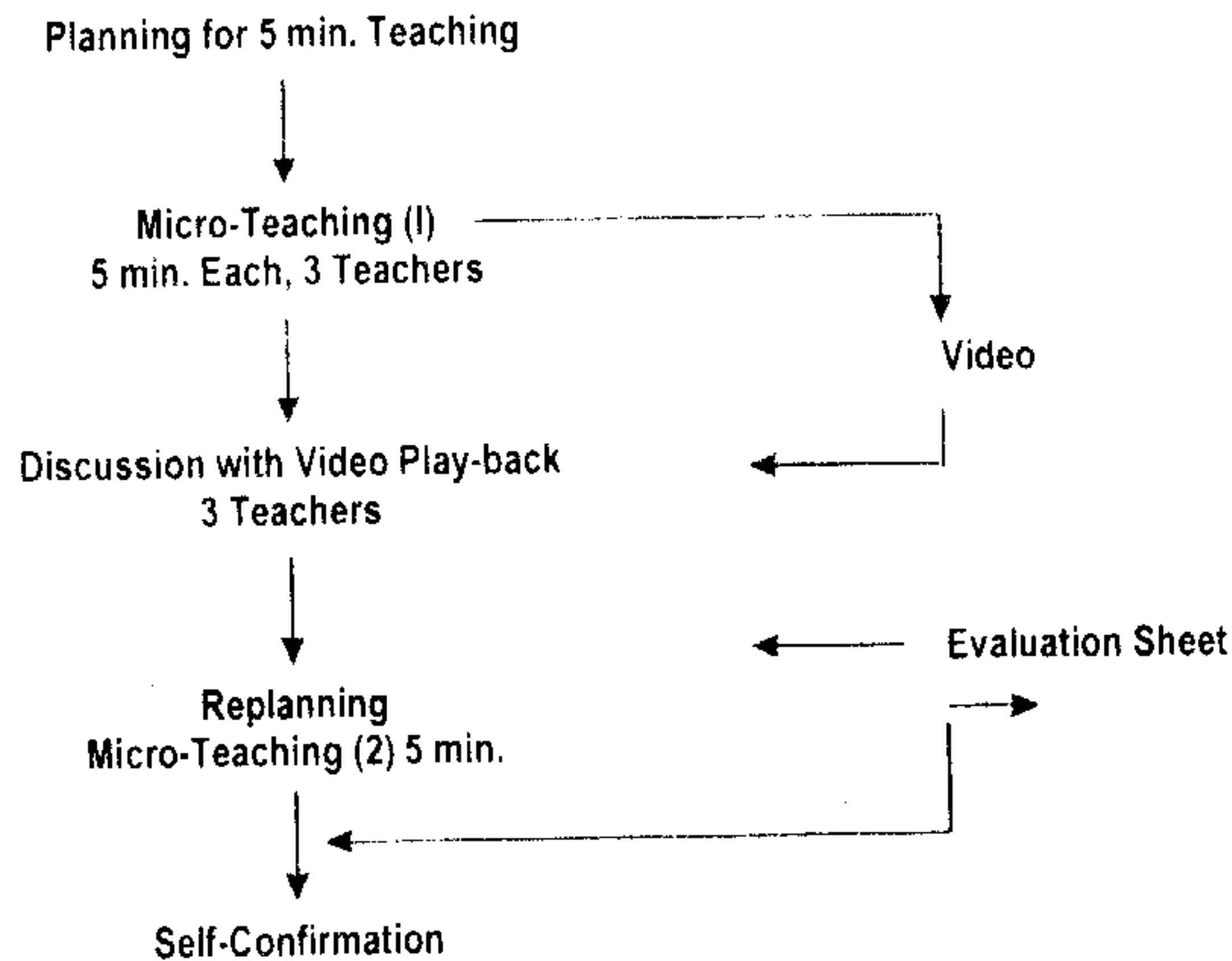
Chief Objectives of Micro-Teaching. These are as under:

1. To enable the teacher-trainees to learn and assimilate new teaching skills under controlled conditions;
2. To enable the teacher-trainees to gain confidence in teaching by mastering a number of teaching skills on a small group of students;
3. To make use of the academic potential of teacher-trainees for providing much needed feed-back;
4. To derive maximum advantage with the available material, money and time.

MICRO-TEACHING AT WORK:

'Scaling down' is a key word in micro teaching. In micro-teaching procedure, the trainee is engaged in a scaled down teaching situation. It is scaled down in terms of class size, since the trainee is teaching a small group of four to six pupils. The lesson is scaled down in length of class time and is reduced to five or ten minutes. It also scaled down in terms (teaching tasks. These tasks may include: the practising and mastering of specific teaching skill such as lecturing, questioning or leading a discussion; mastering of specific teaching strategies; flexibility; instructional decision-making; alternative uses of specific curricula. instructional materials and classroom management.

The short lesson is recorded on an audio or video-tape recorder and the trainee gets to hear and see himself immediately after the lesson. The pupils who attend the lesson are asked to fill in rating questionnaires evaluating specific aspects of the lesson. The trainee's own analysis of the lesson based on the authentic feedback from the tape together with the pupils' reaction and a supervisor's analysis and suggestions, assist the trainee in restructuring the lesson, which he then immediately reteaches to a new group of pupils. Further assessments by the learner and the supervisor lead to further improvements when the trainee teaches again, either immediately after or several days later. This micro-teaching sequence is practiced usually in a micro-teaching laboratory in a teacher-training institution, or an in-service training programme in regular schools. (Fig. 20.1):

Micro-teaching cycle.

Three volunteers from the participants play the teachers' roles in front of VTR camera and other participants also take part of pupils' roles. After discussing how the teaching behaviours should be improved, three volunteers teach other participants again. The comparison is made between two teaching traits in each teacher on the evaluation sheet.

Main propositions of Micro Teaching. Allen and Ryan in their book on subject give the following main propositions of micro-teaching:

(1) Micro-teaching is real teaching although a teaching situation is constructed in which the student-teacher and pupils work together in a practice situation. Bonafide teaching does take place.

(2) Micro-teaching lessens the complexities of normal classroom Teaching. Class size, scope of content and time are all reduced.

(3) Micro-teaching focuses on training for the accomplishment of specific tasks. These tasks may be the practice of instructional skills, the practice of techniques of teaching, the mastery of certain curricular materials, or the demonstration of teaching methods.

(4) Micro-teaching allows for the increased control of practice In micro-teaching setting, the time number of pupils, methods of feedback & supervision etc, may be manipulated.

(5) Micro-teaching greatly expands the normal knowledge of results or feedback dimensions in teaching. Immediately after teaching a brief micro lesson, the trainee is engaged in a critique of his performance. All this feedback can be immediately translated into is practice when the trainee re-teac shortly after the critique conference.

Two related areas can be pointed out where there are clear advantaged (i) training in teaching skill, (ii) research in teacher training.

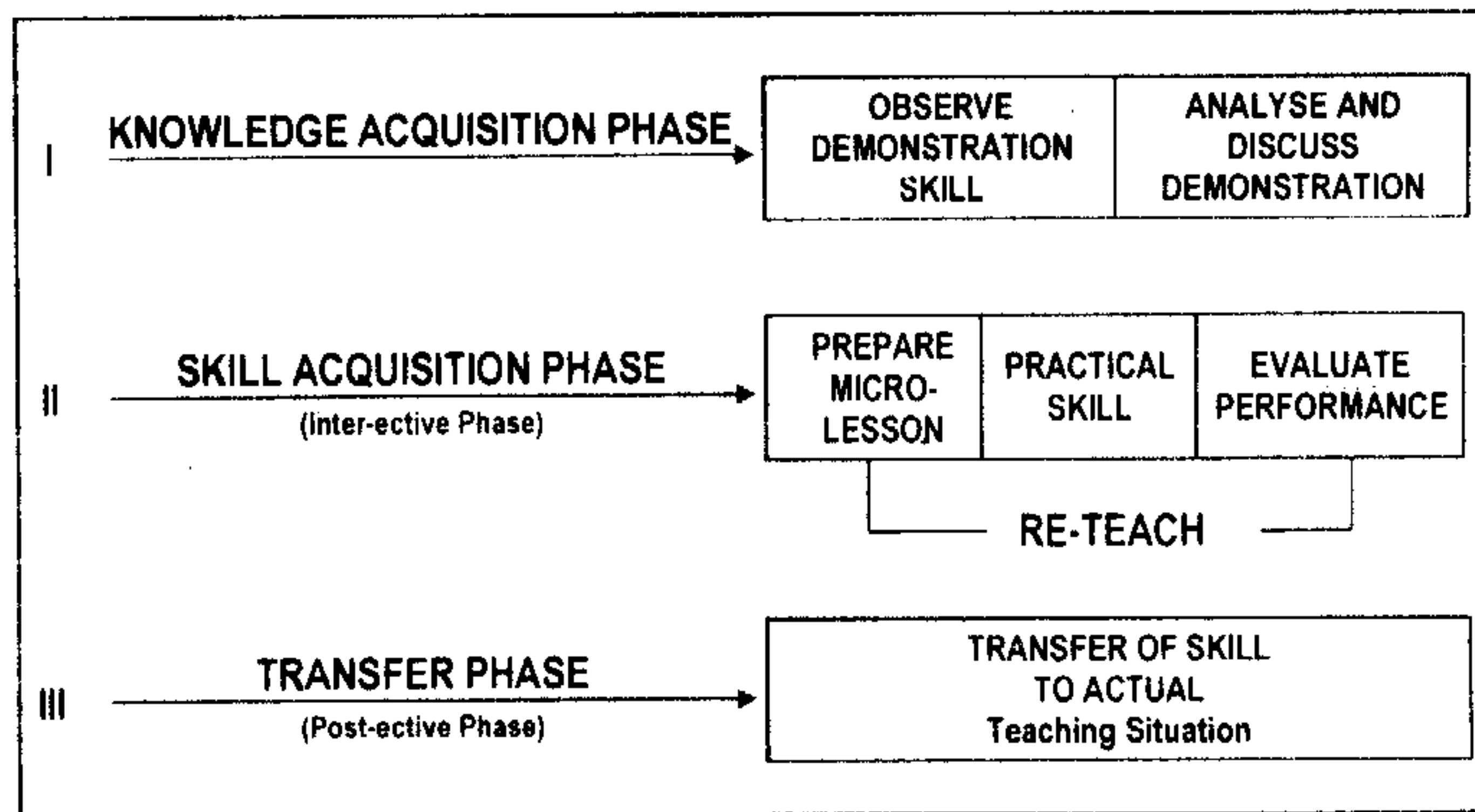
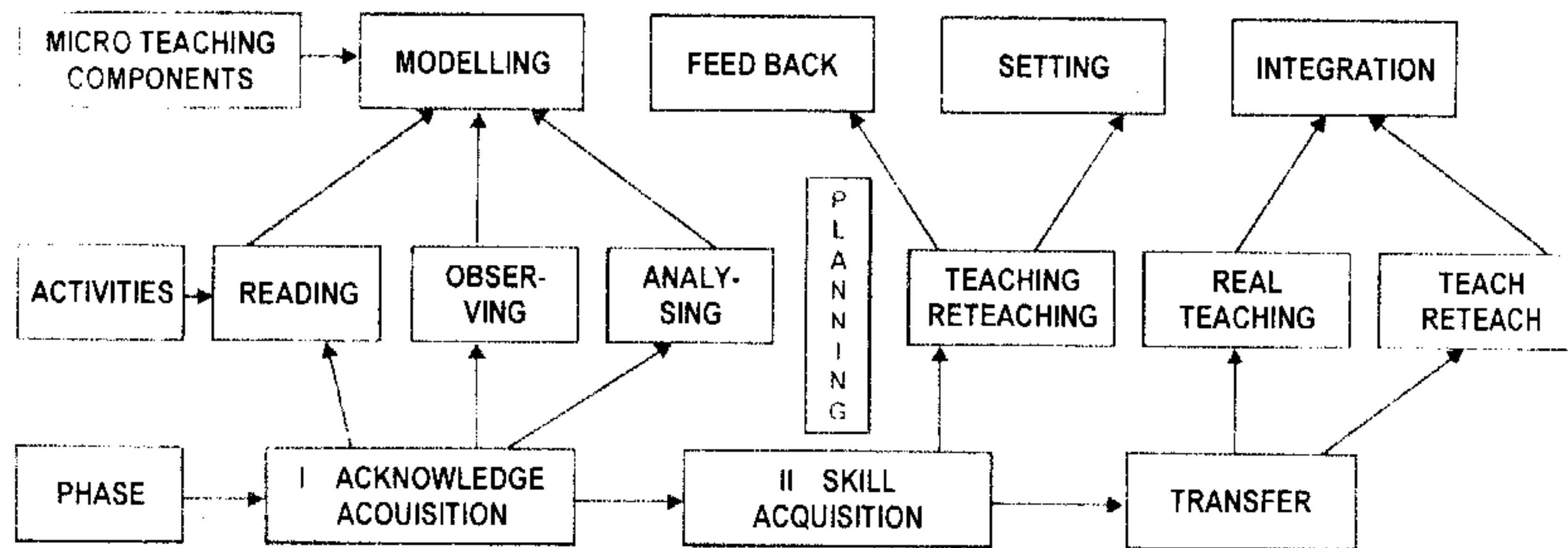
PHASES ACTIVITIES AND COMPONENTS OF MICRO-TEACHING

According to J.C. Clift and others, micro-teaching procedure has three phases: (i) Knowledge acquisition face (ii) Skill acquisition face and (iii) Transfer phase. (Fig. 20.3 on page no. 301)

N.K. Jangira and Ajit Singh present these phases as under.

Knowledge Acquisition phase. In this phase, the student-teacher attempts to acquire knowledge about the skill – its rational, its role in class room and its role in class room and its component behaviours. For this he reads relevant literature. He also observes demonstration lesson – mode of presentation of the skill (modeling). The student – teacher gets theoretical as well as practical knowledge of the skill.

Skill Acquisition phase. On the basis of the model presented to the student-teacher, he prepares a micro-lesson and practices the skill and carries out the micro-teaching cycle. There are tow components of this phase: feedback and micro-teaching setting. Micro-teaching setting includes conditions like size of the micro-class, duration of the micro-lesson, supervisor, types of students etc.

Transfer phase, Here the student-teacher integrates the different skills. In place of artificial situation, he teaches in the real classroom and tries to integrate all the skills.

(Activities and component of micro-teaching.)

STEPS IN MICRO-PLANNING:

The three phases involve certain steps which are given as under:

1. Orientation of the student-teachers to the micro-teaching programme.

2. Discussing teaching skills.

3. Selection of a particular skill.

4. Presenting of a model demonstration lesson on a particular skill.

5. Observation of the model skill by student-teachers and recording their observations on the observation schedule.

6. Critical appreciation of the model lesson by student teachers.

7. Creation of a micro-teaching setting. The Indian Model of Micro-Teaching developed by NCERT gives the following setting:

   (a) Number of student-teachers 6 – 10;
   (b) Type of pupils : real pupils or preferably years;
   (c) Type of supervisor : teacher educators and peers;
   (d) Duration of a micro-lesson : 6 minutes;
   (e) Duration of a micro-teaching cycle: 36 minutes;

8. Practising the skill.
9. Providing feed back
10. Replanning.
11. Reteaching.

12. Providing re-feed back.
13. Integration of teaching skills.

EVALUATION OF MICRO-TEACHING:

Merits of Micro-Teaching. Following are the main advantages of micro-teaching:

1. Superior performance of student-teacher on micro-teaching system.
2. Training in real teaching.
3. Increased control of practice.
4. Accomplishment of specified skill.
5. Availability of immediate feed-back.
6. Helpful in solving some of the problems involved in student teaching.
7. Helpful in the transfer of general teaching competence to classroom teaching.
8. Helpful in building up confidence of the pupil-teacher step.

9. Availability of feed-back from different sources: (I) Feed-back by the supervising educator; (ii) Feed back by the peer group; (iii) Feed back through audio and video-tape recording.

10. Micro lesson preparing the way for macro lesson.

11. Teaching under simulated conditions.

12. Provision of many opportunities to the teacher trainees to observe the derived patterns of behaviour.

13. Lessening the complexities of the normal classroom teaching by scaling down the teaching.

14. Facilitating the combination of a number of teaching devices.

Limitation of Micro-Teaching. Important limitation are:

1. Micro-teaching is skill-oriented at the cost of content-orientation.
2. Broad-based patterns of behaviour are not paid their due attention.
3. Scope of developing micro-teaching skill is limited.
4. Micro-teaching does not take into consideration the overall environment of teaching.

ADOPTION AND ADAPTATION OF MICRO-TEACHING:

It should be borne in mind that howsoever excellent the innovation of micro-teaching may be, it should be adopted and practiced according to the needs and conditions of the Pakistani teacher-education system. The number of untrained teachers , number of student-teacher admitted to colleges of education, the staff pattern, the curriculum demand and the resources available in the colleges are to be taken into account. Absence of technological devices is also a deterrent to the introduction of micro-teaching. But the experts say that micro-teaching can be adopted even without technical sophisticated, without TV network or a type-recorder. The micro and laboratory elements are the really important ones. The only problem in developing countries, today is to train the most of teachers-educators and supervisors who will be able to introduce this innovation in their colleges and school system.

The salient features of Indian Model of Micro-Teaching as developed by NCERT are:

1. The mode of presenting the skill i.e. modelling is done through written material: lectures, demonstration and discussion and not through films, video, CCTV as in the case of the advanced technology models of micro-teaching followed in U.S.A. and U.K and other countries.

2. Live observers are used to observe teaching for providing feed back to the student teachers in the Indian mode, which CCTV is used in the developed countries. Peer supervisors are used along with college supervisors.

3. The micro-teaching laboratory can function with minimum of facilities according to the available space, material and equipment. Feed back sessions can be organized even in corridors or in open space.

4. The duration of the micro-teaching cycle is as under:

Teach	6 minutes
Feedback	6 minutes
Replan	12 minutes
Reteach	6 minutes
Refeed back	6 minutes
Total	36 minutes.

COMPARISON BETWEEN MICRO TEACHING AND TRADITIONAL TEACHING:

Micro-Teaching	Traditional Teaching
1. Duration of time for teaching is 5 to 10 minutes.	1. The duration is 40 to 50 Minutes.
2. There is immediate feed-back.	2. Immediate feed-back is not available.
3. Teaching is carried on under controlled situation.	3. There is no control over Situation.
4. Teaching is relatively simple.	4. Teaching becomes complex.
5. The role of the supervisor is specific and well defined to Improve teaching.	5. The role of the supervisor is vague.
6. Patterns of class room interaction can be studied objectively.	6. Pattern of classroom interaction cannot be studied objectively.

Micro-Teaching and Macro-Teaching: Micro-teaching is a technique of imparting training to would-be-teachers in the art of teaching by practicing specific teaching skills through scaled down teaching encounter i.e. reducing the complexities of teaching in terms of the size of the class, time and content.

By macro-teaching we mean the teaching in regular classes consisting of 40 or more students for 5 minutes. In macro-teaching all the skills of teaching are to be integrated.

1. REVIEW PROBLEMS AND QUESTIONS

1. Discuss the nature, characteristics and scope of micro-teaching.
2. "Micro-teaching is a scaled down encounter". Discuss the statement and bring out clearly the meaning and scope of micro-teaching.
3. "In spite of the fact that micro-teaching is a powerful training technique, it is not widely used in Pakistan". Explain this statement and discuss the validity of the merits and limitations of micro-teaching over traditional student teaching programme.

4. Write notes on: (I) Phrases of micro-teaching; (ii) Merits and demerits of micro-teaching; (iii) Indian Model of Micro-Teaching.

2 - TECHNIQUES OF EVALUATION IN LANGUAGE TEACHING

It has generally been accepted, the main aims of language teaching are very commonly defined in terms of four skills, i.e. speaking, understanding speech (or listening), reading and writing. According to H.G. Widdowson, speaking and listening are said to relate to language expressed through the aural medium and reading and writing are said to relate to language expressed through the visual medium. Another way of representing these skills is by reference not to the medium but to the activity of the language user. Thus speaking and writing are said to be active or productive skills, whereas listening and reading are said to be passive or receptive skills. We can express thes conventional notions in a simple diagram as follows:

Medium	Productive/Active	Receptive/Passive
Aural Medium	Speaking	Listening
Visual Medium	Writing	Reading

The above description of the aims of teaching a language is obviously applicable to the teaching of English. The assessment of performance of students therefore, must invariably be with reference to these skills.

No doubt, it is desirable to encourage self-evaluation on the part of the students under teacher's carefully planned procedure, but that does not absolve the latter from the responsibility of evaluation of the former's performance in oral and written English, like any other school subject, of course. Basically, it is the teacher's duty to evaluate/assess his students performance in different aspects of written and oral English. For that purpose. Before we discuss these techniques separately for assessing the oral and written aspects of English, it seems appropriate to quote D.P. Harres few lines about some major techniques generalized for this purpose. They are as follows:

(i) **Translation:**
Translation has been and is still a very popular technique of evaluating proficiency in a language. Even today in our schools, questions are invariably set on translating into English/Urdu. This, however, does not

tell much about intonation and accent, etc. unless the student verbally utters or reads what he has translated from or into English.

(ii) **Dictation:**
It is a useful testing technique in the case of beginners and low-level learners of a foreign language. Student's responses tell the teacher about the phonological, grammatical and lexical weaknesses. But it is generally uneconomical.

(iii) **Composition:**
It may consist of some paragraphs on a certain topic set by the teacher/ examiner. It tells a lot about the use of grammatical structures, lexicon of the language and also the expression and organization of ideas.

(iv) **Scored Interview:**
This is a sort of substitute for composition writing taken orally. It tells about the verbal expression, pronunciation and accent of the speaker of a language.

(v) **Multiple-choice items:**
In this technique, the student is required to select the best or the most appropriate answer from amongst the given ones.

(vi) **Short-answer items:**
It is a sort of combination of the good points of both multiple-choice and composition tests. The learner is required to write very briefly in a highly structured way.

Assessment of Performance in Oral English:

Since skill of oral expression occupies a very significant place in language learning, so does its evaluation. It is, however much distressing to state here that no standarised evaluative instruments and technique are available in Pakistan to evaluate the oral/spoken part of learning English. Obviously, the reasons for the non-availability of such measuring instruments include, inter-alia, the intangibility of speech and the difficulty in identifying norms or standards for most types of speaking situations. Nevertheless, a skillful teacher can manage to evaluate the expression of students informally and even by comparing the oral expression with some generally acceptable standard of expression. The major aspects of the evaluation of oral English may be described as under:

Note: According to David P. Harres, most tests of oral production fall into one of the following categories:

(i) Relatively unstructured interviews, rated on a carefully constructed scale.

(ii) Highly structured speech samples (generally) recorded), rated according to very specific criteria.

(iii) Paper-and-pencil objective tests of pronunciation:
Out of the above three, the one at Serial No. 1 i.e. the rated interview is the most commonly used technique. Paper-and-pencil tests of pronunciation have also be used off and only.

(A) Highly structured speech samples, however, appear to be of relatively recent origin. The oral rating has, however, its limitation that it may lack reliability because:

(1) No two interviews are conducted exactly alike.

(2) No interview can maintain exactly the same scoring standard throughout a large number of interviews. Inspite of the above limitation of the technique, we can improve its reliability by:

(i) Providing clear, precise, and mutually exclusive beghavioural statements for each point.

(ii) Training raters.

(iii) Pooling the judgements of at least two raters.

(B) The highly structured tests appear in several parts each one of which designed to elicit somewhat different kind of speech sample. Some of them may be mentioned as under:

1. Reading a passage.
2. Sentence conversion.
3. Sentence construction.
4. Response to pictorial stimuli.

(C) Paper and pencil tests, though of recent origin, indirectly indicate the control of the tests on speech sounds, indirectly indicate the control of

tests on speech sounds, pronunciation, etc. In this connection, we may use the following techniques:

i) Rhyming words according to sound other than spelling/for example:

But rhymes with shut hut nut, etc.

(ii) Word stress, The examinee is to determine himself as to which syllable in each test word should get how much stress;

(iii) Phrase stress. To judge as to how the learner emphasises different parts of the sentence.

Analysis of Speech Defect:

Let us have a brief discussion on some other aspects of oral English as :

(A) **Speech Disorders:**
As put forth by Petty and Jenson, "producing speech sounds requires extreme accurate coordination of all of the mental, physical, and emotional aspects of speech mechanism." Thus only specialist may try to diagnose speech production problems. In Pakistan, where we are already facing an acute shortage of properly trained teachers of English, we cannot think of having some specialist which is obviously a step further. This function, therefore, has to be taken care of by the teacher who should carefully observe students and refer those showing noticeable speech problems to trained clinicians, if any, for diagnosis and treatment.

(B) **Analysis of Speech Defects:**

Articulatory defects: Does the child substitute one sound for another? Does the omit sounds? Does he distort sounds? Is he very hard to understand?

Stuttering: It is the child disturbed by his influency? Does he repeat sounds or syllables or words more than his classmates? Is his speech decidedly rhythmical? Does he block frequently? Does he have difficulty in getting his words out?

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Stuttering: It is the child disturbed by his influency? Does he repeat sounds or syllables or words more than his classmates? Is his speech decidedly rhythmical? Does he block frequently? Does he have difficulty in getting his words out?

<u>Vocal Difficulties:</u> Is the child's voice noticeable unpleasant in quality? Is his pitch higher or lower than most of his classmates: Is his voice monotonous? Is his voice light and thin: Is his voice husky? Is his voice too loud? Is his voice difficult to hear in class?

<u>Cleft palate Speech:</u> Is there an obvious cleft of the teeth ridge or palate: Is his voice excessively nasal? Are his p.b.t.d.k. and g inaccurate? Are some of his other consonannts distorted?

<u>Cerebral palsy speech:</u> Does the child have obvious tremors of the musculture phonation and breathing: Is his speech slow, jerky and laboured? Is his rhythm of speech abnormal?

<u>Delayed speech:</u> Is his speech markedly retarded in relation to his classmates? Does he omit and substitute sounds substantially more than his classmates? Does he use shorter and simpler sentences than his classmates? Does he use fewer phrases and prepositions than his classmates?

<u>Language impairment:</u> Is the child's comprehension of language markedly retarded? Does he seem to be inconsistent in his ability to understand and his ability to use lanauge? Is the profile of his linguistic abilities uneven? (For example, can he read much better than he can spell?) Is he surprisingly good in arithmetic and yet quite poor in either reading or writing?

Further Diagnostic Aids:

Petty and Jansen have proposed the following chart which lists possible causes of many speech problems and suggests remedial treatment. A teacher who does not have access to a speech clinician or who cannot procure a clinician's services immediately will find these suggestions helpful.

Diagnostic and remedial speech chart:

Observable Speech disorder	Causes of problem	Suggested Remedial Treatment
1. Baby talk	Immaturity; low mentality; defective hearing; inability to discriminate sounds accurately.	Set correct example and encourage to do likewise, check hearing and discrimination; provide secure classroom environment.

2.	Lisping	Malformation of teeth or jaws, loss of front teeth; hearing deficiency; immaturity.	Arrange for physical examination; teach formation of sounds; give breathing exercises.
3.	Poor articulation.	Carelessness; home background; defective hearing; inadequate knowledge of sounds.	Set correct example; give training exercises in making sounds; motivate class to set high standards in articulation; listen to recording of speech.
4.	Excess nasality	Poor breathing habits; physical defects, home examples.	Arrange for physical examination; give breathing exercise, auditory discrimination exercises, exercises require blowing.
	Breathness	Emotional tension; improper breathing.	Give emotional security; prescribe deep breathing exercises; causes of excessive tension, arrange for choral speaking.
	Stuttering	Physical defects; emotional problem.	Give security; avoid ridicule; range for physical examination range for choral speaking.
	Stammering	Feelings of inferiority; physical defects.	Give encouragement and encourage participation in groups activities; focus on the thought rather than on manner of speech.
	High pitch	Self-consciousness; in-security; fatigue; faulty hearing and sound discrimination.	Prescribe adequate test; give security; listen to recorded voice do reading exercises.
	Stridency	Poor social adjustment; home conditions; hearing defect; emotional problems.	Give security; listen to recorded voice; arrange for dramatization with need for soft voice or choral speaking.

10.	Low pitch	Physical defects; fatigue; emotional problems.	Arrange for medical examination; provide practice in articulation and nonsense verse; provide security.

Since the oral aspect of language learning teaching is closely associated with the learning of the same, the teacher of English cannot afford to remain unconcerned with the learning habits of his students. The situation in Pakistani schools is no exception of course. The English teacher should, therefore, ensure that the students develop good learning habits and, if necessary, refer the case to medical specialist.

Assessment of Performance in Written English:

Writing of correct English is an important aspect of teaching English as a foreign language in Pakistan schools. As a matter of fact, in our system of education where formal examination is arranged at the end of the academic semester or year, written English carries considerable weightage, broadly speaking, it tends to include aspects like content, form, grammar, style, and, if it is also relevant, the use of graphic conventions of the language.

Use of essay type versus objective type tests:

The most frequently used technique in evaluating students' performance in written English has been the composition or essay type tests which have their own strengths as well as weaknesses. Whereas essay type questions help in assessing students ability to express ideas, organise the matter and argue for or against a certain thing, but on the other hand, they are said to be cumbersome to be prepared and marked and are also unreliable. This has led the evaluator to develop what is known as objective type tests. In objective tests we have specific and clear out answers which are easy to be scored.

According to David P. Harres, well constructed objective tests of the language skills have been found to correlate quite highly with general writing ability, as determined by the rating of actual samples of free writing. Thus, in situations where the scoring of compositions would be unfeasible (as in some large-scale testing operations) objective tests can be used as fairly good predictors of general writing skill.

At the same time, however, in certain cases it is also possible to administer and score composition tests so that they, too, may be used by themselves as reliable instruments. Put briefly, high reliability can be obtained

by taking several samples of writing from each student and having each samples of writing from each student and having each sample read by several trained teachers. Thus, the classroom teacher who lacks the experience and/or the time to construct objective tests of writing activity, or who feels strongly about the pedagogical value of testing writing through writing, can use compositions with a reasonable degree of confidence. Put briefly, a reasonable combination of essay/composition tests and objective tests can be used to have reliable results. Every one of you is fully aware of essay type tests, in the following pages we would discuss the use of objective type tests in the evaluation of written English.

Assessment of Writing Ability through Objective Tests:

We can make use of a variety of objective type tests to assess different aspects of written language. Their brief account is given as under:

1. **Subject verb agreement:** As in case of "The reasons for this situation (are/is) not far to seek".

2. **Structural parallelism:** As in the case of "Ahmad enjoyed reading, singing, and just (to sit/sitting) at home".

Case of pronouns: As in the case of "To Hamid and (I/me) this is a strange news".

Comparison of adjectives: As in the case of "This is the (worse/worst) part of my life".

Formation of adverbs: As in the case of "He gave a smile and spoke very (polite/politely) to the ladies".

Formation of irregular verbs: As in the case of "Neither of the boys would tell us who had (broke/broken) the cup".

The above tests may also take the form of:

1. Multiple choice items, i.e. the question in which one has to identify the most appropriate and correct answer from the ones given.

2. Fill-in-the blanks with appropriate words/phrases.

Organization of Materials:

The teacher of English can test the students ability to organize the material by asking them to recorder several scrambled words into a grammatically correct sentence. For examples see this sentence:

Mechanics of Writing:

By Mechanics of writing we mean punctuation and capitalization, etc. You as an English teacher can check this ability in students by giving them a sentence and ask them to do the needful. For example, see this sentence:

"He said to me Islamabad is the capital of Pakistan".

We as teachers of English Language in Pakistan keep in mind the fact that due to considerable circulation of printed materials from the Great Britain, the USA and other English speaking countries, our young generation is quite prone to the variety of mechanics of writing followed in these countries. Here you are expected to be skilful enough to identify such influences and provide appropriate guidance to your students. The standard pattern is txat of the Great Britain which is followed in Pakistan for assessing the performance of students.

Assigning Grades:

Special mention needs to be made of evaluating papers and awarding grades. (Practice has already been adopted in our schools to award grades to the students). In this regard, the teacher has to adopt following procedures:

1. Avoid making too many indications of errors on the paper because that wouldn't have the desired effect. It is better to point out the major errors and ensure a follow up of the same.

2. Try to capitalise upon the good points in writing so that the students feel encouraged and motivated to further develop and strengthen his good qualities.

3. Try to reinforce the just better grades like A & B or C, etc. with certain verbal words of praise and encouragement.

4. Establish rapport with the student through frequent talks with him and take him into confidence about your appreciation or concern on his writing, etc.

Though the English teacher in Pakistan may be already over-loaded, yet this is not a valid reason to justify as to why most of us usually avoid assessing the written work of their students. Too often we may tend to restrict such an activity merely to the marking of written work or scripts at the end of the academic year and that is all. As a matter of fact, it is much more than that.

As a matter the aspects of written English that may be evaluated by a teacher, are so varied in number and so complex in nature that the process requires a highly active and a vigilant teacher fully equipped with the skills of evaluation. To make the task of the teacher easier, we may suggest a sort of a checklist as given below. By having a glance at this chart you can instantly come to know the aspects of learning English in which some of the students need your special attention.

WRITTEN WORK CHECKLIST

Student name	Commas	Full stop	Use of capitals	Spelling	Tenses	Narration	Voices
Mr. Iqbal							
Mr. Bashir							
Mr. Sohail							
Mr. Imtiaz							
Mr. Shahid							
Mr. Karamat							
Mr. Faiz							
Mr. Nasir							

As you go on accumulating your experiences with your students, you may modify or change the checklist in the light of progress made by your students.

CONCLUSION:

The above sporadic list of techniques of evaluating students performance in oral and written English is not exhaustive. Since the process of evaluating and assessing students performance in spoken as well as written English has a vide spectrum so should be the number and variety of techniques for assessment purpose. These techniques include the following:-

1. Statements of standard;
2. Models
3. Score cards
4. Questionnaires
5. Attitude scales
6. Progress charts
7. Meetings with students
8. Pupils folders
9. Teachers logs
10. Pupils diaries
11. Autobiographies
12. Samples of work
13. Observations of classroom work.

WHAT MAKES A GOOD TEACHER?

Teacher is neither encyclopedia nor cyclopedia but a 'student' for learning more and more about real teaching. She/he should go forward with the strength of character and nerves.

A teacher can only be strong if its community collectively have the guts to acknowledge their follies, their short comings, their sins of commissions and omissions, their misdeeds, their self deception, their bigotry, their hypocracy, their lies, their false value, their ineptitude, their selfishness and their greed.

Here is a checklist of the qualities you must process for staying with pride in this august field:

1) Effective communication skills.
2) Ability to socialize.
3) Systematic approach.
4) Problem solving ability.
5) Integrity and honesty.
6) Interpersonal skills.
7) Good observation powers.
8) Sensitive to the needs of people empathy.
9) Not to rely on short cuts.
10) Sustained hard work.
11) No misconduct
12) Strict discipline (no miss behave, no telling lies)

13) Observing Language code: both before youngers and elders. Because, Language is the dress of thoughts.
14) Success should never go to the head.
15) Routine makes the perfect man.
16) Not over ambitions.
17) Patriotism.

Quality teaching is struggle and whoever does it with sincerity, honesty and sustained hard work gets to the desired destination. That is why a teacher supposed to be a living encyclopedia or teaching-wizard.

There are two contrasting views of the role of the teacher:

(a) A teacher's duty is to teach his subject as effectively as possible He is paid to provide a service to society just like any other worker.

(b) A teacher's duty is to be an example to his students, and to care for their moral development as much as for their academic progress. A teacher's students should be like sons and daughters to him/her.

Whereas the first description focuses entirely on professional competence, the second goes well beyond this. Professional ability is only hinted at (academic progress) and the main emphasis is on providing students with a good moral example. The second description, in fact, presupposes that a teacher should have certain **virtues** which have little direct connection with the teaching of English. The traditional view of the teacher was of a pillar of society, a person of great moral character and strength who had the overall welfare of students at heart. Such a teacher was said to be **in loco parentis** (a Latin phrases meaning in place of a parent'). Such a view of the teacher emphasises character at the expense of ability.

The first description recognises that teaching is, above all else, a skill. ***Good teachers are not born; they are trained.*** They may not always live up to society's highest expectations, but in the classroom they will have a sense of professionalism.

If we accept the first description as the one pertinent to our current approach, it is this **professionalism** that we must elaborate on. We see it as manifesting itself in the lesson rather than in the person. If we are to try to answer our original question about what makes a good teacher, we might say that **a good lesson makes a good teacher.** If we use this kind of very loose definition, we imply that the label **good teacher** is not an absolute term. Teachers are 'good' or 'bad' according to their performance in any particular teaching/learning situation. Few of us would wish to claim, for instance, that Miss X was **always** a good teacher, and Miss Y **invariably** a bad teacher.

WHAT ARE TEACHING AIDS?

Teaching aids are often referred to as audio-visual aids. This is because they are targeted towards the senses of hearing and sight. Some of these are:

Models, flashcards, radio, films, blackboard, pictures, overhead projector, wall-charts, slide projector, realia (real objects/authentic materials) video tape television cassette tapes.

USING THE BLACKBOARD

This is probably the oldest visual aid used in classroom . At one stage the image of an ideal teacher was 'chalk, talk and walk', which meant that the good teacher should always use the blackboard to illustrate his points and that he should move around the classroom. (Nowadays, there is less emphasis on the 'talk' part of the dictum, since more learner-centred approaches involve the student much more in any 'talk' that is going on.) The blackboard is the one visual resource which is usually available, even in the most disadvantaged of schools. Many modern education handbooks refer to 'chalkboards', rather than blackboards. This is because many modern 'blackboards' are in fact dark green.

A variation of the blackboard is the **whiteboard,** which has a smooth white surface, on which water-based felt tipped pens or dry markers are used. Whiteboards are usually more expansive than blackboards to buy, and the pens or markers cost more than chalk. However, it produces no dust, and different colours can be used for a better effect. It can also be used as screen for overhead and slide projectors.

Most teachers use the blackboard merely to write words and sentences on. For example, you may have used the blackboard for:

- writing up new words which the students might have come across in their textbooks;
- listing the points you are discussing with the students;
- writing down the main points of the lesson;
- writing a summary of your lesson at the end;
- comparing or contrasting two ideas;
- writing down incomplete sentences for the teacher to finish;
- writing down questions to be answered by the students.

If we look at the blackboard after teachers finish their lessons, we can discern three groups of teacher: the non-users, the over-users and the

appropriate users. Have a look at these illustrations; in which would you put yourself?

Make new words from these:

Mix	hate
Friend	suspect
Know	strong
High	ignore

English
Lesson 5

Date: April 12, 2002

In English we often find two nouns joined together to make a new word e.g. school and master. These are known as compound nouns.

Black-Board Drawings:

Most of you will be able to draw a few things, even if they are only shapes; many of you will be able to draw a few objects, or even a scene. Few of us would claim to be really good at drawing, and yet we are still perfectly able to illustrate a language point for our students in class. Teachers' lack of confidence in this regard largely stems from the idea that the gift of drawing is a highly artistic one, and only very special people, or those who practice it from their early childhood can do it. It is true that drawing is a specialised branch of an artistic still. But it is not true that only special people can do it. Certainly not as far as line drawings or sketches with angles are concerned. As teachers of English you can learn to draw simple stick figures, (or penmen), as they are called. These figures are quick to draw, and immediately identifiable. They do

not require too much detail, and you, the teacher, do not require any artistic talent in order to draw them. All that is needed is a few minutes of regular practice everyday.

Use of the Black-Board by Students:

In a traditional classroom the blackboard and chalk are supposed to be used only by the teacher. It is something forbidden for the students. However, you may have noticed that once a teacher leaves the classroom, students do sometimes use the board, either out of curiousity or in order to express themselves by drawing or writing different things. ***As a language teacher, you can involve your students in using the board in different ways. Here are some suggestions:-***

Using Students' Drawing:

Sometimes there is a gifted student in your class. You could ask for his help in drawing certain things for you before the lesson starts. Such students can be a great help even during the lesson and drawing tasks can be given to them. However, you must be careful not to overdo it, and also to give a chance to all those students who would like to participate.

Involve the Shy Students:

Usually the extrovert students tend to dominate in activities where a lot of speaking is concerned. In a whole class activity you could ask the quieter students to come out to the board. You could involve them by asking them to point out the information on the board to the rest of the class. They could also be asked to write up a word or two for you.

Testing comprehension and spelling:

Individual students can be asked to finish incomplete sentences for you. Spellings can also be tested on the board. For example, you could ask students to complete the following sentences on the board:

- When I was a child I used to play with.................................
- Please don't go..

And so on........

Using the Black-Board: Things to Remember:

Prepare your blackboard work in advance so that you know how much time you will spend writing or drawing on the board during a lesson.

Start with a clean board. Ideally every teacher should clean the board before leaving the class, but practically it is rarely done. The best solution is to clean the board while the students are settling down at the beginning of the lesson.

Have plenty of chalk and a duster or cleaner ready. You cannot hold up the lesson while someone gets more chalk for you, while the students are doing nothing. This will slow down the pace and create boredom.

Make sure you write or draw large enough for everyone to see, including those sitting at the back. It is better to print letters, rather than to write in your usual 'joined-up' handwriting. Make sure that you stand slightly to one side as you are writing, and from time to time step right away from the board so that everyone can see.

Do not make the mistake of standing for a long time with your back to the class 'talking to the board'. This will leave the students without the least interest n the lesson.

Clean the board when it becomes crowded or when you start a new activity, otherwise topics will become mixed-up and the students will get confused.

UMMARY

Learning is made more effective if the lessons are made interesting by the use of teaching aids.

There are two types of teaching aids: audio and visual.

Visual create a context in which language becomes more meaningful and useful.

The blackboard can be used regularly for introducing new vocabulary and tructure, and for testing.

The technique of drawing stick figures is quick and simple. Any teacher can learn it with regular practice, and thus use the blackboard to create context.

The blackboard can also be used by the students if a teacher knows how to involve them.

Blackboard work should be prepared in advance. A teacher should start with a clean board and write clearly in print. He should never forget the back benchers.

WALL CHARTS AND MAPS:

Most of you are familiar with wall charts. This is another most commonly used visual aid in the schools of our country. There are two types of wall charts:-

- those prepared by the teacher or students using a large cardboard sheet; these are usually on one topic, for example: parts of the human body; sources of energy; and so on.

- commercially published wall charts available in the market. They are usually found stationers' shops and have different themes and topics, for example: Mughal kings, wild animals, traffic signs, and so on.

MAPS:

In the average school a map of the world or our country is usually available. Although these are meant to be used in geography lessons, a language teacher can also use them in his lessons.

The use of wall charts and maps in the teaching of English.

Wall charts and maps are used in order to give meaning to the language being taught. They supply a context for an activity. For example, a dialogue on weather can be accompanied by a chart which illustrates what is being spoken about:-

A: What do you think the weather will be like tomorrow?
B: (Looking at a picture on the chart) I think it will rain.
C: (Looking at another picture on the same chart) I don't. I think it will be dry.
A: I agree with B. I think it will rain.

Wall charts can be used to stimulate discussions. For example, the chart of traffic signs may be used with questions on the traffic code. A consideration of the pedestrian code will usually encourage the students to come up with some of their won experiences on the road.

Wall charts may be shown while telling a story. The students can build up their stories by following a sequence of pictures. Charts can also be used for composition writing. A chart demonstrating a process or showing how something works is particularly useful here. Look at this example.

ACTIVITY:

- Look at the following selection of wall charts. How would you use them in your language classes with young or adult learners?

1. a chart of pictures showing the story of Cinderella;
2. a chart showing a seed growing into a tree;
3. a chart showing a street scene;

4. Trimming, mounting and preserving pictures are as important as using them.

5. A cardboard box can be maintained in order to keep pictures under different headings.

6. There are various display devices, but the important thing is that the students should be able to see a picture clearly for an activity.

7. Pictures are used for teaching all four language skills – listening, speaking, reading and writing.

8. Pictures create a meaningful context for the student to practice language structure and function.

HOW TO GET PICTURES:

- Look for old magazines in second hand bookshops.

- Ask your friends, relatives and students;

- Contact the local public libraries to send you old magazines; (an official letter from your institution may help.

FLASH CARDS AND CUE CARDS:

Cards on which words have been written or pictures drawn or stuck are called *flashcards.* They are generally used by the teacher by showing them (or

'flashing' them) to the class one after the other in quick succession. But this is not the only use of flash cards. The length and width of flash cards vary according to the number of letters in the words or on the size of the pictures. But the teacher should be sure that they are easily handled in class without too much tumbling, or without dropping them. You can use both sides of the card and you can store them easily. There are no technical problems in their preparation. They can be prepared according to your needs; you will certainly find them very useful for revision of vocabulary items, spelling, sentence building, showing opposites, and for substitution exercises.

Cue Cards

Cues can be the words or pictures which tell the students what they are expected to answer or say next. You can give cues for a drill, for example:

Teacher: He has a cake, Bun.
Student: He has a bun.
Teacher: Biscuit.
Student: He has a biscuit.

Here, bun and biscuit are the cue words. They are verbal cues. In a picture cue, a picture is used for the same purpose, Similarly, words printed onto cards can be used as cues.

It is evident that the terms cue card and flash card are overlapping, since you can use a flash card as a cue card and vice versa. But even so, there are cue cards which are intended only for use in small groups, and these cannot be used as flash cards.

Preparing and maintaining flash cards and cue cards:

Although a piece of white paper measuring four inches long by two inches wide with a word or picture on it can be a useful teaching tool, it is important that your flash cards last a long time. You can use any hard surface which can be cut and written or drawn on, such as empty shoe boxes, brown cardboard boxes; both of these are strong and rigid. You can also try the backs of calendars and file covers if your resources are limited. The words can be printed using dark colours on a light surface. On brown surfaces the best colours are black or dark blue. Usually coloured markers and inks are available everywhere, but you may find them expensive. You can use an ordinary fountain pen instead, with the tip of a 'galam' or an old marker. To preserve your cards for a longer time, you may cover them with polythene sheets, stapling the ends. A large collection of cards may be kept in separate envelopes in alphabetical order so that you can trace them easily. Another possibility is to put them into envelopes according to your lessons in the textbook.

LESSON PLANNING

Well-begun is half done, goes without saying. Similarly, all is well that ends well. However, in some cases all is not well that ends well. Teacher is the prime change agent. He tries to inculcate goods traits of character – hard work, honesty patience, self-discipline, etc. – in students personality through his teaching, behaviour, and interaction in one way or the other way. His most effective efficient and result – oriented instrument is his 'lesson plan'. One should keep in mind following background information, while preparing himself for teaching:--

1. Who are your student?
2. How old are they?
3. What is their level of proficiency in English?
4. How motivated are the students?
5. Who is the regular class teacher?
6. What is the curriculum/syllabus?
7. What is the textbook used?
8. What teaching aids are available?

Lesson planning could be both written and mental. As one is likely to forget his all or some parts of 'planning' while standing in the main-field-that is why, it is always found that great teachers always prepare their lesson plan daily in as much simplest forms as they can.

Steps in Lesson Planning:

(a) (i) ***Justification:*** Here, you deal with justification and celebration of chapter/topic. Where appropriate, relate the topic to any relevant preceding lessons besides providing precise information on the following:

(ii) ***Pre-assessment*** What activity or activities you will carry out to determine that the class really needs a lesson on this particular teaching point? This may include the use of errors frequently made, informal observation or following the directives of the curriculum or syllabus.

(i) ***Relationship to the current topic:*** Why have you decided to teach it at this point?

(iv) ***Pre-entry performance:*** What if anything was covered in previous lesson plans that you want to review or apply in the course of this lesson.

(v) ***Performance objectives:*** Mention to the point the attitude/behaviour you expect the students to be able to perform as a result of this lesson.

(vi) ***Criterion:*** As a teacher you can decide in advance that the lesson will be considered successfully completed if *x%* of the students can perform the objectives *x%* of time one should aim for 80-100%. Criterion could be set for whole class, groups of students or individuals.

(viii) ***Helping Material:*** Textbook, handout, the use of black-board, audio-visual aids, etc.

(B) ***Procedure:*** The pivotal role in the lesson plan goes to this section. Here, you specify the procedures or activities that the students will change so as to harness the objectives of the lesson plan.

There is no definite rule for the strength of steps for the procedure or methodologies. The actual number of steps depend on the injonity of the teacher and the objectives you have set in developing students activities. So, one should be very much careful in the sequencing so that all exercises are relevant and meaningful to the fullest extent. However, the first step of this section should be an "Introductory activity" and the final step should be a "concluding activity". The latter should at last be in the form of informal testing of the criterion level established earlier.

While preparing yourself for teaching through 'lesson planning', the following items should also be kept in fore:

The assignment related to the lesson;
What alternate activity or activities have been prepared if a change of plan is felt necessary.

Self-Evaluation: You must note whether or not the lesson was successful. What you would do to improve it if you have to re-teach. The lesson plan should not be considered a fixed style and guide. You should view it as flexible and subject to change if circumstances call for such decision.

While entering the classroom a teacher should ask himself four questions which give impetus to quality teaching:

(1) What I have to teach?
This reminds for preparation.

(2) How much I have to teach?
This highlights "planning".

(3) How do I have to teach?
This help in formulation of "Methodology".

(4) Why I have to teach?
This question cement teaching with "objectives".

Moreover, steps involved in Micro teaching are also beneficial to a genuine teacher as She/He intends to impart to lesson with springs productivity fruitfulness and effectiveness. The steps are:

(1) Set Introduction:
- Innovative
- Short
- Link with daily life.

(2) Presentation:
- Content (should not be on wrong concept)
- Students participation.
- Low cost material.
- Activities (practical and not over ambitious)

(3) Question – Answers:
- Float the question.
- Give time (a few seconds) to think.
- Answer from willing students and sharing with those who are unaware.
- Neglect no one.

(4) Evaluation:
- Clean the Black-board while evaluating.

(5) End:
- Should be meaningful.
- Give a message of one or two sentences.

A MODEL LESSON PLAN

Name of the Teacher:

Class: 9 Average age of the students = 15 years.

Subject: English

Lesson: Farming (Two Paragraphs)

Time: 40 minutes:

Date:

I. (a) *General Objectives:* To enable the students to read, write and speak English according to relevant level.

(c) *Specific Objectives:* To make the students aware of the primitive and modern techniques of farming and create interest in them in this respect.

II. *Teaching Method:* Appropriate methods will be used. The teacher will go to the level of the students and then proceed on. Methods, for instance, will be used; look and say method, narrative, descriptive and question and answer methods.

III. *Teaching Aids:* A picture of a village, a toy tractor, textbook, black-board, chalk, charts, etc.

IV. *P.K. and introduction:* The students already know about farming to some extent and are acquainted with some instruments used in it. In order to make them involved in the lesson, the teacher will ask these questions:

(1) (Pointing at the picture) What does this picture show?
(2) Did you take part in the work of farming ever?
(3) Can you tell me the difference of old and modern farming?

V *Presentation:* When the teacher find the students involved in the lesson, he will announce the topic of the day 'Farming'. He will read the first paragraph in an impressive manner. One or two good students will do follow up reading. If they lack accuracy, the teacher will pay attention and

make sure that the students have removed their mistake. This procedure will be repeated at the beginning of each para.

PARA NO. 1

Explanation, meaning and usage of the difficult words and phrases:

Needs, agriculture, solving, picked up, wild roots, seeds, gradually, reappeared, particular, grow, sow, to store, gave – birth, till immemorial.

Brief account of:

Plough, harrow, hoe.

Grammar:

(1) Present indefinite tense:

(i) Man needs food to live. (ii) ____________________

(2) Use of participle (ing) (I) Solving (ii)____________

(3) Forms of the verb. (4) Opposite words

Learn	Learnt	Learnt	Memorial	Immemorial
Keep			Complete	

(5) From verb to noun:

Grow	Growth
Solve	

Partial Evaluation:

(1) How did man learn to grow plants?
(2) Make three sentences of present indefinite tense.

PARA NO. 2

Explanation, meaning and usage of the difficult words and phrases:

Remained, chief, supply, surface, clods, weeding, maturity, climate, fertility.

Grammar

(1) Present perfrect tense:

Example: (i) Farming has remained the chief source of food.
(ii) ______________________________

(2) Proper / common noun:

Ali	Man	Proper Noun	Common Noun.
Karachi	City	__________	__________

(3) Preposition:

(i) Source of (ii) Depend__________ (iii) in order______

(4) Use of a, an, the:

(i)	A sickle	(ii)	an umbreualla	Generalization
(iii)	__________	(iv)	__________	"
(v)	The founder	(vi)	__________	Particularization

IV. **OVERALL EVALUATION:**

(1) What was the old method of farming?
(2) How can the soil be kept soft and clear?

(3) Degrees of adjective:

Much	More	Most	Good	---	---
Important	---	---	Great	---	---

IV. **ASSIGNMENT FOR HOME:**

Let the class groups be engaged in the following activities:
(1) Degrees of adjective:
(i) Saad is a good student. (Positive)
(ii) Saad is a better student than Sarwar (comparative)
(iii) Saad is the best student of all. (Superlative).

LESSON PLAN (II)

Class: 9

Average age of students: 15 years

Subject: English

Lesson: The Habit of Reading.

Time: 40 minutes

Date:

I. (a) ***General Objectives:*** To enable the students to read, write and sp English according to relevant level.

(b) ***Specific objectives:*** To improve their habit of reading to tell the how to read, when to read, what to read? To enable them to expre their opinion in this regard.

II. ***Teaching Method:*** The teacher will use appropriate methods according the occasion. He will go to the level of students and then proceed These methods will be used respectively:

(1) Look and say method
(2) Narrative method
(3) Descriptive method
(4) Question and Answer method

III. ***Teaching Materials:*** Pictures of Quaid-e-Azam and Allama Iqbal (alrea pasted at the wall), Black-board, chalk, etc. Textbook.

IV. ***P.K. and Introduction:*** The students have some idea of reading as the have been reading their course books and some other books of t interest.

(1) Pointing to the pictures of Quaid-e-Azam and Allama Iqbal teacher will ask:

Were these great readers? .... Aslam ! tell me.

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(1) Pointing to the pictures of Quaid-e-Azam and Allama Iqbal teacher will ask:

Were these great readers? .... Aslam ! tell me.

(2) What is the good way of reading by the way? .... Anwar !

Presentation: Asking some introductory questions, when the teacher will find the students involved in the lesson, he will announce the topic of the day "The Habit of Reading". Keeping in view the accuracy of pronunciation and intonation, the teacher will read the paragraph. One or two bright students will follow the process. Wrongly pronounced words will be read by the teacher again at least two times. The students will do the same thing. This procedure will go on in the beginning of each para.

Para No. 1

Explanation, meaning and usage of difficult words and phrases:

Great men, developed, important, achieved, power, ignorant.

Grammar:

(1)

Singular	Plural	Singular	Plural.
Man	Men	Thing	----
Reader	----	History	----

(2) Past indefinite tense:

Example: (i) They wanted to know about all important things.

(ii) ____________________

Para No. 2

Explanation, meaning and usage of difficult words and phrases:

(i) Enough, reasons, appealing, pleasure, certain, age, thrill, widens, mind grows, scope of understanding, compelled, choose.

(ii) We required serious books to read.

(iii) We will require serious books to read.

These sentences are respectively of (i) present indefinite (ii) Past indefinite (iii) Future indefinite tense, make at least two sentences for each tense

(2) Example:
(i) He goes to school in time.
(ii) He does not go to school in time.

The (i) sentence is positive while the (ii) is negative.

Make at least two sentences for both.

(3) Make I, II and III forms of the following:

I	II	III	I	II	III
Is	-----	-----	Achieve	-----	-----
	developed	-----	-----	-----	-----
-----	-----	Compelled	-----	Were	given

VII *Overall Evaluation:*

(1) What kind of books thrill us?
(2) When do we require serious books to read?
(3) Impossible is opposite at the possible, make opposite of the following:

Word	Opposite	Word	Opposite		
Early	-----	Comic	-----		
knowledge	-----	Free	-----		

VIII. *Assignment:*

(1) What kind of books do we read at different levels, suggest what kind of books should we read at grown up stage?

(2) Make ten sentences of present indefinite tense.

Brief account of:

Fairy tales, comics, mystery stories, serious books.

Grammar:

(i) Make three more sentences like the one given below:

Example:

(i) To be able to read and write is not enough.
(ii) ______________________________

(ii) Use of 'must':

Example:

(i) We must know what to read.
(ii) ______________________________

(iii) Adjective:

Example:

(i) Serious books (ii) ____________________

(iv) Look at the example and make words like this:

(i) Wide__________ Widens.
(ii) Light__________

'rtial Evaluation:

What kind of books do we read at different stages?
If we are free to choose, what kind of books should we choose to read?
Pick out the words used as adjectives in these sentences:

(i) There are many reason for reading.
(ii) Upto a certain age mystery stories thrill us.

Classroom activity: Let the class groups be engaged in the following activities:

(1) Look at these examples:

(i) We require serious books to read.

VI. ***Overall Evalaution:***

(1) What have you come to know about Rustam as yet?
(2) Search out adverbs from these sentences, keeping in view that adverb qualifies verb and adjective:

(i) The horse neighed loudly
(ii) The king of Toran was very greedy.

V. ***Classroom activities:*** Let the class groups be engaged in the folloiwng activities:

(1) Make two more sentences like the one given below:

(i) Long long ago, there lived a great warrior.

(2) Make two more words using 'ful'. Example, artful:

(3) Change the order of the following sentence:

(i) The horse neighed loudly early in the morning.

VIII. ***Assignment for home:***

(1) Write summary of the lesson taught today.
(2) Look at the following example and make five more sentences.

(i) He used to travel far and wide.

QUESTION TYPE

Knowing that questions are important is not enough. One needs to know how to plan effective questions. To do so one must understand the various types. Following are examples of questions according to one scheme.

A CLASSIFICATION SCHEME:

Questions can be classified in several ways. We will use the categories of educational objectives as developed by Bloom—knowledge, comprehension, application, analysis, synthesis, and evaluation—for our study of questions.

An abbreviated version of this taxonomy follows:

TAXONOMY OF EDUCATIONAL OBJECTIVES
COGNITIVE DOMAIN
KNOWLEDGE

Knowledge:

Knowledge involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.

Knowledge of Specifics:

The recall of specific and isolable bits of information.

Knowledge of Ways and Means of Dealing with Specifics:

Knowledge of ways of organizing, studying, judging, and criticizing.

Knowledge of the Universals and Abstraction in a Field

Knowledge of the major schemes and patterns by which phenomena and ideas are organized.

INTELLECTUAL ABILITIES AND SKILLS

Comprehension:

This refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.

Translation:

Comprehension as evidenced by the care and accuracy with which the communication is paraphrased or rendered from one language or communication to another.

Interpretation:

The explanation or summarization of a communication.

Extrapolation:

The extension of trends or tendencies beyond the given data to determine implications, consequences, corollaries, effects, etc., which are in accordance with the conditions described in the original communication.

Application:

The use of abstractions in particular and concrete situations. The abstractions may be in the form of general ideas, rules of procedures, or generalized methods.

Analysis:

The breakdown of a communication into its constituent elements or parts.

Analysis of Elements:

Identification of the elements included in a communication.

Analysis of Relationships:

The connections and interactions between elements and parts of a communication.

Analysis of Organizational Principles:

The organization, systematic arrangement, and structure which hold the communication together.

Synthesis:

The putting together of elements and parts so as to form a whole.

Production of a Unique Communication:

The development of a communication in which the writer or speaker attempts to convey ideas, feelings, and /or experiences to others.

Production of a Plan, or Proposed Set of Operations:

The development of a plan or the proposal of a plan operation.

Derivation of a Set of Abstract Relations:

The development of a set of abstract relations either to classify or explain particular data or phenomena, or the deduction of

propositions and relations from a set of basic propositions or symbolic representations.

Evaluation:

Judgements about the value of material and methods for given purposes.

Judgements in Terms of Internal Evidence:

Evaluation of the accuracy of a communication from such evidence as logical accuracy, consistency, and other internal criteria.

Judgements in Terms of External Criteria:

Evaluation of material with reference to selected or remembered criteria.

Inherent in a taxonomy is that the higher levels subsume the lower ones. Thus comprehension subsumes knowledge; application subsumes comprehension and knowledge; analysis subsumes application, comprehension, and knowledge; synthesis subsumes analysis, application, comprehension and knowledge. Finally, evaluation subsumes all the lower levels. This hierarchical nature of the taxonomy is important to remember when formulating questions at the various levels or when determining objectives at a particular level. Objectives and supporting questions at the analysis level not only will guide students in analysis but also will challenge them to function at the levels of application, comprehension, and knowledge. Indeed, one cannot analyze information without using some skills, without comprehending some materials or situations, and certainly not without having some base data. This last point should reassure those who are particularly concerned with their pupils acquiring sufficient basic factual information. Good questions will assist this factual base gathering and make the experience more meaningful.

Because of the emphasis on discovery methods and teaching students how to deal effectively with data, we need to use the right types of questions. If we understand Bloom's taxonomy, we can use it as a guide to formulating more appropriate questions.

Knowledge:

Knowledge is the first level of the taxonomy and provides the base for greater understanding.

Knowledge of Specifics:

The most obvious aspect of knowledge is that of specific facts and terms. Knowledge at this level can be considered to comprise building blocks for later intellectual functioning. Questions at this level emphasize regurgitation of facts.

This does not mean that these are poor questions and that such a stress is bad. The effectiveness of questions must be judged in relation to the objectives for a particular lesson. If our objective is to provide students with a data base, then knowledge questions that ask for specific facts are effective questions.

Questions of this kind are easy to formulate and we really need practice in asking them. However, we should query our rationale for asking such questions. Just how is the response going to assist students in obtaining greater understanding of particular information?

EXAMPLES:

1. What state grows the most lettuce?
2. Who were the first astronauts to step on the moon?
3. What do we call this type of instrument?
4. What is the earth's distance from the sun?

Knowledge of Ways and Means of Dealing with Specifics

But the knowledge dimension is not solely concerned with specific facts. The record major division of knowledge centers on ways and means of dealing with specifics.

HOME WORK

Though guided practice in the classroom is more useful than giving homework single handedly. Yet a few lines are submitted to teachers for their deliberations. So that they could use guided practice in injunction with the homework. Teachers and parents intersect in homework as an integral part of learning. Homework is the responsibility of all—Teachers + students + parents = quality education.

Guidelines in planning Homework:

- How much homework: Pupils of different ages should do.
- How much time: Pupils of different ages should spend on Homework.
- What sort of tasks and activities make beneficent homework.
- How schools can develop and implement successful homework policies.
- What is expected of schools and parents.

Homework what form can it take:

- Reading.
- Writing.
- Drawing.
- Research.
- Observation/watching.

What is it for:

- Independent learning.
- Consolidation
- Practice—by doing.
- Completion of course work assignments.
- Self—discipline.
- Pupil/parent/presenter (teacher) partnership of PPP partnership.
- Work not suited to classroom situation.

THE NATURE AND STUDY OF POETRY

1.1 Every educated person is aware of the enjoyment he derives from poetry. However, the nature and intensity of enjoyment vary from reader to reader, for the reason that each one brings to the reading of poetry, his own experience, knowledge and sensitivity towards and what they express, interest and motivation. Thus, although enjoyment of poetry is universal among men, yet people differ in their understanding and ability to appreciate good poetry.

1.2 What is poetry?

This question has been raised and answered by hundreds of poets and critics everywhere. But no definite answer has received universal acceptance. Every man formulates his definition according to his taste and preference. The spirit of poetry eludes a precise definition. Poetry is known by its spirit, its ability to move the reader and to appeal to his aesthetic sensibility. James Reeves has rightly said that "poetry is a kind of writing which is unparaphrasable, untranslatable; its primary purpose is not to communicate introduction but to induce in the reader or listener feelings as close as possible to those which have moved the poet to write. Its purpose is not to inform but to inflame". This pertinent statement on the nature and purpose of poetry underlines the distinct nature of poetry as against prose, the purpose of which is to communicate information or to express ideas or to advance an argument. Very often critics have defined poetry contrasting it with prose. Poetry produces its effects by inducing a state of mind and stimulating the mind of the reader, whereas prose tries to convince or persuade or inform or enlighten or to bring about change in outlook. It is by and large a discursive or descriptive mode of expression. Moreover, poetry draws upon deep human experience, feelings of pity, anxiety, pain, suffering, joy, hope, admiration, etc., and using various linguistic and artistic devices, communicates in a striking fashion what the poet felt and was compelled to communicate.

1.3 Poetry is an art:

As an art, poetry uses certain linguistic patterns and conventions in order to produce heightened effects. Thus a poem becomes a form of literary communication, the purpose of which is to present some experience in an artistic manner with the purpose of providing aesthetic pleasure. In this regard, the poet makes a creative use of language, and creating new and unfamiliar contexts gives words new meanings. The poet gives uncommon significance to common words and extends their communicative power. Poetry owes a good deal of its special effects, among other things, to the use of metaphorical language. Similarly, he makes deliberate changes in the order of words and dislocates normal grammar to produce special effects. Then there is the

creation of images or word pictures and distant relations between things. This may be verified from the study of any poem in which the poet extends the range of meaning as well as aesthetic pleasure through beautiful images.

1.4 Poetry is a delicate art and the poet is a skilful artist who employs various devices to produce powerful and memorable effects. It is a known fact that the use of specific metre enhances the effect of poetic statement. Poets use various metrical patterns to suit their artistic ends. They use verse forms which are appropriate to their subjects and the effects they intend to create. There is also the use of rhythm. In poetry the rhythm is regular, while in prose it may not be regular. It is the movement or sense of movement communicated by the arrangement of stressed and unstressed syllables and by the duration of the syllables. It contributes to the effect or effects the poet is trying to produce.

1.5 The poet brings together in his poems ideas, thoughts, motional experiences through observations and a variety of other elements through a number of artistic devices. This is why poetry demands greater concentration and attention upon prose.

WHAT IS POETRY?

Poetry and prose:

Prose is a direct straight forward arrangement of words, free from poetical measures. Ordinary spoken and written language can be termed as "prose". In verse, the words are arranged so as to fall to more or less regular musical and visual pattern.

Poetry differs from prose in form and subject. Poetry expresses human emotions as opposed to reason, whereas prose is the vehicle of expression which is used to express human thoughts and has purely intellectual appeal. Poetry expresses and appeals to the emotions. Mere verification is not poetry unless there is an expression of feeling in it. A mathematical formula may be expressed most rhythmically, but it cannot be called poetry.

"By poetry we mean the art of employing words in such a manner as to produce an illusion on the imagination, the art of doing by means of words what the painter does by means of colour." (Macaulay)

Poetry as expression of feelings and thoughts:

Man began to express himself in poetry very early in the history of his development. He used poetry to express his feelings even before he knew the art of writing. Poetic expression is easy to remember and conv[illegible] repeat.

It may not be incorrect to say that man began to use poetry as a medium of expression for thoughts that he wanted to preserve earlier than he began to use prose. Poetry touches many aspects of human life.

Views about Poetry:

According to Coleridge, a poem is that species of composition which is opposed to the words of science, for proposing for its immediate object, pleasure and truth, and from all other species having this object in common with it, it is discriminated by proposing to itself such delight from the whole, as compatible with the distinct gratification from each component part. Johnson also supports that poetry is the art of uniting pleasure.

"Absolute poetry is the concrete and artistic expression of the human mind in emotional and rhythmical language".
(Theodore Walts – Danton)

"Poetry is spontaneous overflow of powerful feeling; it takes its origin from emotion recollected in tranquility".
(Wordsworth)

"Poetry, in general sense, may be defined to be the expression of the imagination".
(Shelley)

Poetry has therefore many aspects and different qualities. The purpose of teaching poetry at secondary school level is understanding of emotions, sensitive feelings and appreciation of beauty of thought and expression. For students of this age group, poetry is taught mainly for enjoyment, pleasure and happiness.

THE STUDY OF POETRY

General Approach:

The study of poetry has its technical side. You should be aware from the outset that not all verse deserves to be called poetry; nor is all prose lacking in poetic effect. Your general method of approach to any poem can be guided by three basic questions.

(i) **What is the poet saying?**
Search for his theme, perhaps his purpose or motive in writing, and consider each idea in the poem's content (subject matter). Consider the arrangement of ideas and their relation to the theme.

How is the poet saying it?
Examine the form (pattern), the mood or atmosphere or feeling which is created, and the devices of sound and language.

Was it worth saying?
Your answer to this question has little value until you have carefully examined all the aspects of Question 1 and 2. You will then be able to say whether you consider the poem important for its ideas or its beauty of sound, or for some other reason such as its ingenuity of language or its unexpected design. You may assess its relevance for modern readers in general and its appeal or otherwise for yourself.

Your great task is to equip yourself to appreciate, in the real sense of the word, what the poet is trying to do. It is hoped that you will reach a stage where you seek poems in order to explore and experience the poets heightened awareness of life and the world. If you already enjoy some poetry, further study will deepen your enjoyment.

heme and content:
As critics, our first task is to make sure we know what the poet is saying. e should be able to offer an explanation of each idea as it is developed in the em and then consider all the ideas link coherently; that is whether there is ity of purpose in the poem. You will find occasionally that the poet uses ifamiliar words or even every day words in an unfamiliar way. It is your sponsibility to check their meaning if your reading is to be satisfactory. When u have considered the whole subject matter of a poem, you must try to find its IEME (the central or controlling idea). Only the theme can tell you what the et felt he had to write the poem. Sometimes the title of the poem may hint at theme. The content or subject matter may keep repeating the theme, or it y be pictorial or symbolic illustration of the theme. This will become clearer you as you try to identify the themes in the poems set for study.

gures of speech:
One of the poet's important tasks is to create an appropriate mood or nosphere for his ideas. Words are his only tools. His diction (choice of words) n be studied for the effect of single words, and vivid phrases, and even for the es or stanzas which sustain a thought or picture. Much of the language of etry is figurative, in contrast to the literal language of modern writing. urative language extends in various ways the literal or dictionary meaning of rds. The main forms of such language extensions are given below. Part of the dent's task in poetry appreciation is not just to recognise and name the

figures of speech (although that is expected, but to be able to see and comment on their effectiveness in conveying ideas and feelings.

Simile:

A comparison beginning with 'like' or 'as' e.g., (picture of a fat woman laughing):

'..........all the woman heaves
As a great elm all its mouth of leaves
Wallows before the storm......'

Metaphor:

A comparison, without 'like' or 'as' in which one thing is said to be another, e.g., (Shakespear's description of death):

'That undiscovered country from whose bourne
No traveler returns........'

Personification:

The ascribing of human qualities to non-human things (gaining thus a special metaphorical effect), e.g., (Shakespeare's image of dawn):

'But look, the dawn, in russet mantle clad,
Walks O'er the dew of yon high eastern hill.'

Apostrophe:

An address to a person absent, dead or immortal, or to an abstract entity, e.g., (John Donne addresses Death):

'And Death shall be no more; Death thou shelt die!

Paradox:

A seeming contradiction, designed to shock initially then convey an important truth, e.g., (William Wordsworth reverses the natural order):

'The child is father of the man'.

Oxymoron:

A contradiction in two words again to catch the readers attention. E.g., (from 'Romeo and Juliet')

Parting is such sweet sorrow.

Hyperbole:

Deliberate exaggeration for dramatic effect, e.g., (Lady Macbeth, remorseful over murder of the King):

Here's the smell of blood still. All the perfumes of Arabia will not sweeten this little hand'.

Antithesis:

Balanced contrast for special effect, e.g., (Alexander Pope's description of Man):

Created half to rise, and half to fall;
Great lord of all things, yet a prey to all....'

Epigram:

A short, pointed comment, often witty, sometimes taking the form of one or two lines of verse or even a stanza, e.g., (from pope):

'True wit is Nature to advantage drest'

Devices of sound:

Devices (tricks) of sound could be called sound imagery, as the poet uses them to echo the sense and thus enrich the effect of his poem. Sometimes they are used in association with the more obvious verse technique, of rhyme and rhythm; sometimes the poet depends on them alone to create a sense of regular patterns in his verse.

1. Word or Phrase Repetition for emphasis of ideas or feeling, e.g.,

   'Look at the stars! Look, look up at the spies!
   O look at all the fine – fol sitting in the air!'

2. Aiteration: the delbrate repetition of consonants. It may occur anywhere in the words and often helps to suggest mood or tone.

   Build, build your Babels black against the sky
   The moan of doves in immemorial elms,
   And murmuring of innumberable bees.

3. Assonance: the deliberate repetition of identical or similar vowel sounds. In the lines below, notice the atmosphere developing as much from the sound of the words as from the picture they convey:

   No sound
   In the walls of the Halls where falls
   The tread
   Of the feet of the dead to the ground
   No sound:
   Only the boom
   Of the far Waterfall like Doom

   Onomatopoeia: The use of words whose sounds resembles the sounds they describe, e.g., drip, hiss, rattle, splash:

   Guard sounds a warning whistle, points to the clock
   With brandished flag, and on his folded flock
   Claps the last door: the monster grunts: 'Enough!'

Tightening his load of links with pant and puff.

Imagery, Symbolism:

The success of a word or phrase in poetry depends on its suitability for its context. The poet needs to be as accurate as possible in his choice of words in order to recreate in our minds the ideas and feelings aroused in him by his subject.

Imagery:

One important aim of the poet is to choose words that evoke a suitable image or picture in our imagination. It may appeal to our intellect as a clever or startling idea, or it may torture our sense of taste, touch, smell, sight or hearing. Your task as a critic is to be able to explain whether such imagery is vivid or hackneyed, whether it develops the content or atmosphere of the poem, or whether it obscures the poet's intention by being too unexpected or over-complicated.

Symbolism:

Sometimes a particular object or image is made to stand for some idea. The cross for example, always suggests Christianity; Eve is the symbol of womankind and Adam the symbol for all men.

Form (literary terms):

It is usually possible to recognise verse simply by looking at its more or less regular lines on the printed page; but there is more to its form than the regularity. The form of any one poem depends on the writer's choice of rhythm and meter, rhyme, line-length, stanza pattern, and even a particular set of rules (such as governing the sonnet). You can appreciate a poem without knowing all these names; however, they can be very helpful in giving you an exact term for the effects you wish to comment on.

Metre:

This is the division of the line of verse into a number of regular units or feet. Each metrical pattern has its own special effect on the mood of the poem.

Rhyme:

The pattern of rhyme in verse is called a rhyme scheme, and in written discussion you should use the letters of the alphabet to distinguish the variations, e.g.,

Ring out, wild bells, to the wild sky, (a)
The flying could, the frosty light: (b)
The year is dying in the night; (b)

Ring out, wild bells, and let him die. (a)
or
The splendour falls on castle walls (a)
And snowy summits old in story: (b)
The long light shakes across the lakes, (c)
And the wild cataract leeps in glory. (b)

Rhythm:

Rhythm is the regular rise and fall in a line of poetry. It is a series of equal, or pearl equal events in time (beats, syllable stresses etc.). There is rhythm in prose as well as in verse but prose rhythm does not follow regular pattern.

Stanza Pattern:

Although there are numerous technical terms for different patterns, the most useful ones are the quatrain (four lines) and the couplet (two lines). Some poets reject stanzas altogether, or they divide their poems into stanzas of irregular length, like paragraph in prose.

Form of poetry:

Major Forms: there are three major forms of poetry.

(i) **Descriptive Poetry:**
In this kind of poetry the poet usually describes different objects of nature or other things that he may find of interest to himself. Words Worth's poem 'Daffodils' is an example of this kind of poetry.

(ii) **Narrative Poetry:**
In this kind of poetry greater importance as given to the events than to the things that are described. Coleridge's 'The Rime of the Ancient Maliner' is an example of this kind of poetry.

(iii) **Reflective Poetry:**
In this kind of poetry the poet expresses his own ideas about things.

Minor Forms:

(i) **Ballad:**
Ballad is the oldest form of poetry. This is the earliest type of narrative poem, extremely simple in language, often with a refrain, always with a definite rhythm and rhyme to help r[illegible]ation.

COOPERATION WITH THE STUDENTS' PARENTS

Common Goal:

It is natural for parents to want to come to the school, where their children spend the best part of the day for several years. There was a time when the school and the home were indifferent to each other. But with changing times and changes in the objectives of education, the parents are increasingly critical of the school procedures, while the schools are attempting to seek greater cooperation of the parents. This attitude is a sequel to the realization that the teachers and parents have a common goal, i.e., full development of the student. This goal can be achieved with greater success if the two share with each other problems of common concern, plan together and help each other in carrying out these plans, so that whatever is learnt at home is reinforced at school, and whatever is learnt at school is reinforced at home.

Home conditions:

There are many factors which have a bearing on the achievements of the student in school and on which the teacher has no control. For example, if a student does not get enough sleep, he is bound to feel inactive, tried and sleepy in class. His ability to work in class is reduced even if he is a good student. Another one, who has not had his breakfast, feels restless and hungry and is unable to concentrate, no matter how hard he tries to attend to the lesson in class. A teacher who believes that his functions do not end with the lecture in the classroom helps the parents to understand that the physical needs of their ward must be satisfied in order to enable him to participate effectively in class.

Different methods of teaching:

Many new methods of teaching are being tried in schools, but parents in general are used to what were prevalent some ten or fifteen years ago. It is natural for them to think of good teaching in terms of their own experiences in schools. It may be difficult for them to see the value of an educational excursion, or preparation of charts in the social studies class, or the present day emphasis on extra curricular activities in the school. If the parents understood that the teachers are trying to develop the potentialities of the student, they would probably assist them in their efforts instead of criticising them.

FACTORS AFFECTING PARENT-TEACHER COOPERATION:

The parents do not respond when they are invited to the school. The headmasters and the teachers should be aware of the many reasons which result in the outwards indifference of the parents.

Parents' own school experience:

It is possible that some parents shy away from the school because of their own unhappy experiences at school. It has to be proved to them that the school cares for welfare of their children and needs their help to create a climate conducive to student growth.

Complaints against students:

Some schools invite parents only when there is a complaint against their children. No parent is happy listening to only complaints against their wards. When there is no opportunity to know and understand the teachers, parents are likely to be on the defensive and to take sides with their children. The purpose of meeting with the parents should not be to point out what is wrong with student, but how best can the two help him to overcome his difficulty. Besides, the parents should also be invited on other occasions when the student is to be honoured.

Disrespect shown to parents:

Sarwat studied in the primary section of a high school. She was given an invitation card by the class teacher for her mother to attend the annual prize distribution of the primary section. Sarwat was participating in the programme as well as receiving a prize. She was happy to have this opportunity to invite her mother. When the mother came to the hall, she found a number of seats vacant in the front row. She walked up to occupy one, so that she could get a good view of Sarwat on the stage. She was met by the teacher in charge, who greeted her and inquired if she was a parent. Proudly, the mother replied in the affirmative. The teacher directed her towards the back seats, saying that the front seats were reserved for the guests. It is understandable that some seats have to be kept for a few guests, but all the good seats should not be reserved for guests. No parent should be made to feel that he is less important than some one else. They should all be treated with due respect.

Helping parents at admission:

The cooperation between the parent and the school should begin from the day a parent brings his son or daughter for admission. The parent should be introduced to the class teacher. The headmaster should also point out that for the better development of the student parent-teacher cooperation is absolutely necessary.

Proper arrangements should be made to help parents fill the necessary forms at the time of admission. There should also be a peace for them to await their turn. Admissions could be spread over several days to help the parents.

Easy access to the Headmaster:

The parents should have an easy access to the headmaster, whenever they come to the school. It is certainly helpful if the parents come at the time appointed by the headmaster, or make an appointment when they wish to see the headmaster. But even if they come unannounced they should be attended to as quickly as possible. The headmaster could refer them to the individual teachers if necessary.

Inviting parents to school functions:

Friendly relations could be further strengthened by inviting parents to various school functions, such as the Sports Day, the Annual Prize Distribution, Iqbal Day, and Pakistan Day.

If the school is large and it is difficult to accommodate all, parents of some sections could be invited to certain functions and other parents could be asked to come to some other functions. Many parents linger on after the function to have an opportunity to talk with the teachers. The teachers should take time to exchange views with the parents and explain whatever needs to be explained.

Reporting to parents:

One of the common methods of communicating with parents is through report cards, sent at regular intervals to show the progress of the student at school. The report usually includes examination marks and the traditional remarks like "good", or "satisfactory",. The remarks of the teacher should aim at describing the behaviour of the student, such as, "He does not do his homework regularly". "He reads library books connected with the school subjects". "He takes part in the class discussion".

The report should dealt with the character development as well as the academic achievements of the student. The trend in the report could be not to pass judgement but to analyze difficulties and give concrete suggestions. When inviting parents to school or a meeting personal letters should be written instead of issuing notices.

One way to bring about a close relationship between the school and the home is to establish a Parent-Teacher Association. It has a double advantage. Through his contact with the parents a teacher gets acquainted with the conditions at home. The teacher comes to know how much help the parents can give in completing the homework assigned to the students. They also come to know the kind of help students are expected to give at home.

It of value to the parents because through the meetings they learn about educational programmes of the school and the help school expect them to give to their children.

Meetings of the association:

The time and frequency of meetings should be arranged to suit the convenience of the parents. Fathers might find it easier to attend the meetings in the evening than at any other time. The meetings of the association of a girls' school could be arranged just after the school hours as this time would be convenient for mothers.

Type of meetings:

The association could arrange two types of meetings: one to which all parents of the school students would come; the other, to which the parents of the students of a section or a class would come. If desired, individual conferences could also be arranged on dates convenient to both parties.

Following are some suggested topics of the large group meetings:

1. New educational programmes of the school:
   (a) Pilot School Programme.
   (b) The Guidance Programme.
   (c) Manual Labour Programme.

2. the role of the home, the school and the community in character development

3. Improving the health of the student community:
   (a) Eating habits.
   (b) Personal hygiene.
   (c) Facilities for games in the school and community.

Section-wise meetings:

Some of the following topics could be discussed in section-wise or class wise meetings of the parents:

1. Explaining, interpreting and demonstrating the scho programme—the curricular and the extra-curricular activities.

2. Explaining requirements of attendance, school fees, funds, textbooks, exercise books and school uniforms.

3. Explaining how often the progress report would be sent to the parents and what items would be included in it.

4. General problems of student behavious.

5. Careful discussion of the purposes and functions of the Guidance Programme.

6. Information regarding scholarships available for the students.

7. Explaining some new methods of teaching.

8. Helping parents to accept the basic responsibility for their children.

   (a) Sending the student to school regularly.
   (b) Seeing that the student has time and place to study.
   (c) Seeing that the student does his homework regularly.
   (d) Buying textbooks and the necessary stationery for the student.
   (e) Seeing that the student takes enough rest.
   (f) Seeing that the student dresses in clean clothes.
   (g) Seeing that the student eats his breakfast daily.

The chemistry of education revolves around three domains—cognitive, affective and psychomotor—as for as quality, values and skills-oriented education is concerned. Here, some useful themes/activities/methods out of the jungle of the same are suggested which can be used, applied and implemented in commensurate the requirements:

1. Role play
2. Pairs and groups
3. Brain storming
4. Whole class discussion
5. Question—Answer
6. Projects
7. Observation
8. Interview
9. Field-trips
10. Drawing
11. Pictures and photograph
12. Cartoons and commies

13. Case-Study
14. Newspapers
15. Quiz Competition
16. Events
17. Games
18. Attributes:
    (a) Who am I (student's book)
    (b) A circle for talking (to complete sentences focussed on the topic)
19. Drama
20. Puppet Show
21. Visits of Resource Persons
22. Me & My sense: Talking/completing incomplete sentences.
23. Wishing well
24. How do I live with others
25. Letters and friends
26. Fill in the blanks
27. Objective type questions (All forms i.e. matching, completion, True/False, short answers)
28. Subjective type questions: Open-indeed questions and restricted response
29. Deductive method
30. Inductive method
31. Group work
32. Debates: for & against
33. Speeches
34. Mind-map
35. 6 (people) 3 (ideas) 5 (minutes) = Each people will give three idea and before going on the other page of 2nd person he/she will think on the latter's idea: consequently, in the end, there will be 98 ideas in 30 minutes.
36. Head-stand approach
37. Individual's works
38. Graphs/Diagrams/Tables Competition
39. Simulation
40. Guided practice
41. Independent practice
42. Demonstration
43. Paragraph writing
44. Essay writing
45. Survey / Result

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CURRICULUM

The structure of the system

Traditional Subject-Centered Schools

- ★ Teacher controls all aspect of learning
- ★ Facts dominate the Curriculum
- ★ Rigidity
- ★ All students do the same thing at the same time
- ★ Isolation from Society
- ★ Sterile environment
- ★ Emphasis on permanence & tradition
- ★ Product
- ★ Control and constraint
- ★ External discipline
- ★ Authority
- ★ Subject-centered
- ★ Emphasis on teaching
- ★ Competition
- ★ Only the best succeed
- ★ Group works at same rate
- ★ Learn only from teacher
- ★ All education in the school
- ★ Adults are respectable
- ★ Children perceived as un-trustworthy
- ★ Intolerance of ambiguity
- ★ Controlling

Contemporary student-Centered Humanistic School

- ★ Learning environment is cooperatively developed by parents, students & teachers
- ★ Discovery, inquiry & meaning are more important than discrete facts
- ★ Flexibility
- ★ Individualized education & varying the programme to meet the needs of each child
- ★ Integration with the society
- ★ Creative environment
- ★ Emphasis upon change & the future
- ★ Process
- ★ Freedom
- ★ Internal discipline
- ★ Self-actualization
- ★ Person-centered
- ★ Emphasis on learning
- ★ Cooperation
- ★ Everyone succeeds
- ★ Individualized rates
- ★ Learning from fellow students
- ★ Education in many environments
- ★ Children are responsible
- ★ Children perceived as trustworthy
- ★ Tolerance of ambiguity
- ★ Freeing

DIRECTORATE OF CURRICULUM & TEACHER EDUCATION NWFP, ABBOTTABAD

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